

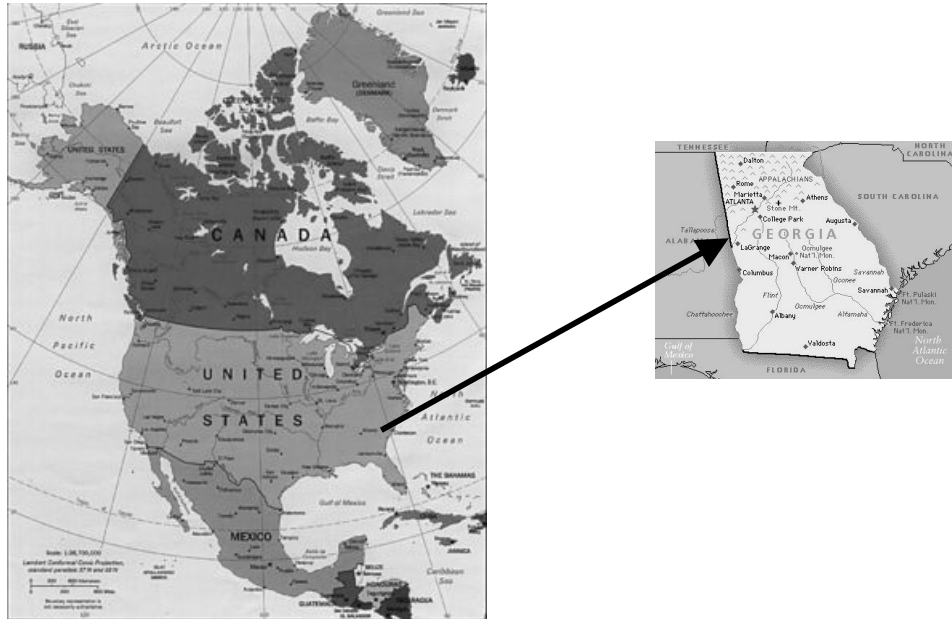
## GA Studies CRCT Study Guide

### UNIT 2 – Geography & Prehistoric Native American Traditions

SS8G1 – The student will describe Georgia with regard to physical features and location.

#### A. Locate Georgia in relation to region, nation, continent, and hemispheres.

- Georgia is located in the northern and western hemispheres.
- Georgia is located on the continent of North America
- Georgia is located in the nation of the United States of America.
- Georgia is located in the southeastern region of the United States.

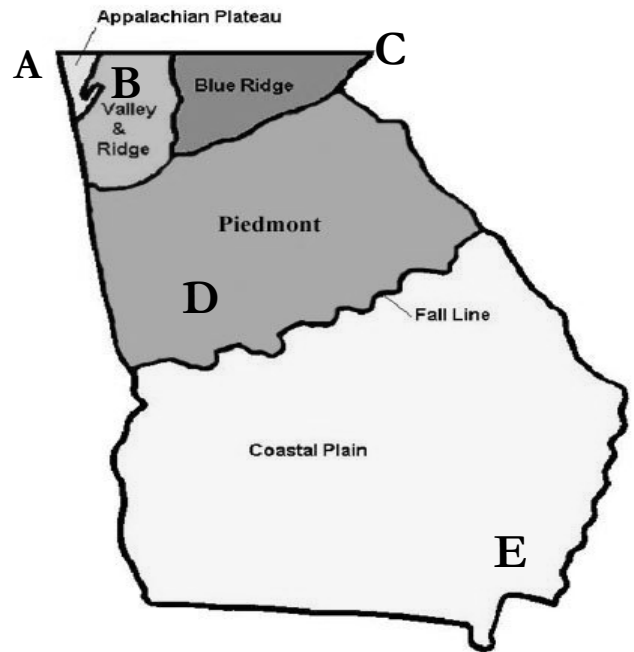


- Georgia is bordered by five states. Georgia is north of Florida, east of Alabama, south of Tennessee and North Carolina, and west of South Carolina and the Atlantic Ocean.

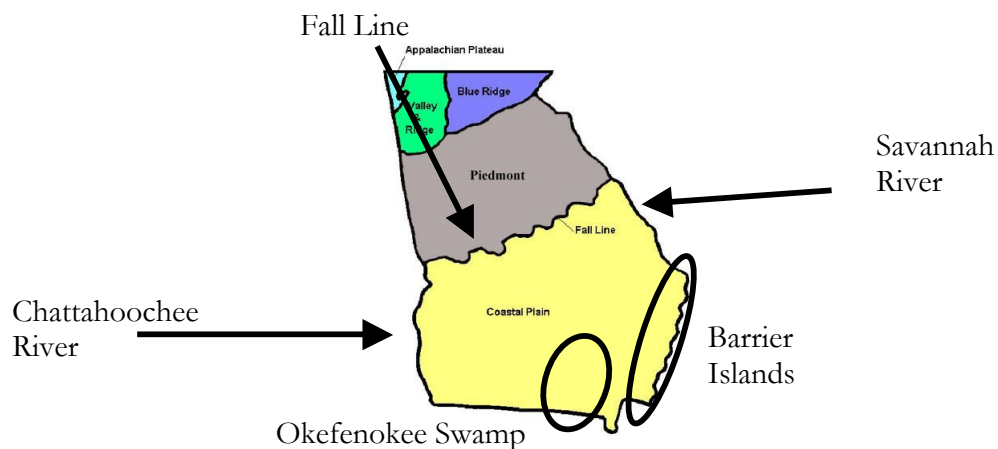


**B. Describe the five physiographic regions of Georgia; include the Blue Ridge Mountains, Valley and Ridge, Appalachian Plateau, Piedmont, and Coastal Plain.**

- A - The smallest of the five regions
- C - The site of the first U.S. gold rush
- D - The most populated region
- A - GA's only source of a fossil fuel
- C - The highest peak, Brasstown Bald
- D - Contains Georgia's peaches
- A - Includes *only* Dade and Walker County
- D - The industrial/business heart of Georgia
- E - The largest physiographic region
- B - Contains most of the state's textile industry
- B - Contains ridges with valleys between
- D - Contains Atlanta, the state's largest city
- C - Highest amount of annual rainfall
- E - Contains most of Georgia's peanut & cotton farms
- D - Contains soil made up of Georgia red clay; means "foot of the mountains"



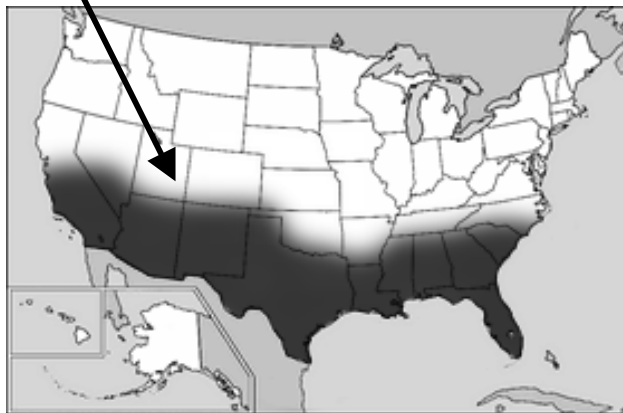
**C. Locate and evaluate the importance of key physical features on the development of Georgia; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and Barrier Islands.**



- The dramatic drop in elevation dividing the Coastal Plain from the Piedmont is the Fall Line. This feature is believed to represent Georgia's coastline from millions of years ago.
- The second largest freshwater marsh in the United States is the Okefenokee Swamp.
- The northern regions of Georgia represent the southern end of the great Appalachian Mountain Range. Here, the most important industry is tourism.
- Georgia's most important river, representing Georgia's border with Alabama is the Chattahoochee River.
- Georgia's border with South Carolina is the Savannah River. It was an early source of transportation for the colonial settlers.
- The dramatic drop in elevation caused by the Fall Line causes the rivers to form waterfalls.
- Once serving as a protective line against Spanish invaders and pirates, the Barrier Islands now protect Georgia's mainland from inclement weather.

**D. Evaluate the impact of climate on Georgia's development.**

- Conditions on a particular day (i.e., snow, rain, thunderstorms, etc.) are called weather. Conditions over an extended period of time are called climate.
- Georgia and its neighbor states are part of a warm region of the United States called the Sun Belt.



- In which of Georgia's regions would tourists most likely go hiking? Blue Ridge
- What region attracts people who like to go to the beach? Coastal Plain

- Why does Georgia have a longer growing season than northern states? Georgia is located within the Sun
- Why do peanuts and cotton grow well in Georgia? Because of GA's soil and climate.

**SS8H1 – The student will evaluate the development of North American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia.**

**A. Describe the evolution of Native American cultures (Paleo, Archaic, Woodland, and Mississippian) prior to European**

	Paleo-Indian	Archaic	Woodland	Mississippian
Time Period	10,000 – 8,000 B.C.	8,000 – 1,000 B.C.	1,000 B.C. – A.D. 1,000	1000-1600
Technological Advancements (i.e., tools, weapons, pottery, etc.)	Clovis point	atlatl; crude pottery	decorative pottery; bow & arrow	highly ornate pottery, clothing, jewelry
Food Sources	large game	large game; small game; fish; nuts & berries	small game; small-scale farming	small game; large-scale farming
Organization (i.e., nomadic bands, cities, etc.)	small nomadic bands	small nomadic bands	small, permanent villages	cities; nations; chiefdoms
Evidence of Religion	NA	NA	small burial mounds; artistic expression	great mounds; artistic expression

- A man-made relic is called an artifact. Examples include: arrowhead; diary; pottery
- A natural relic is called an ecofact. Examples include: shark's teeth; bones; fossils

## UNIT 3 – Exploration & Colonization

**SS8H1 – The student will evaluate the development of North American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia.**

**B. Evaluate the impact of European contact on Native American cultures including Spanish missions along the barrier islands, and the exploration of Hernando de Soto.**

- During the Age of Exploration, European explorers were attempting to find a water route to the Indies
- When Columbus arrived in North America, he believed he was in India. Because of this, he called the Native Americans Indians
- Because Spanish explorers were conquerors, they were called conquistadors.
- Spain claimed all of the New World and called it La Florida
- The Spanish explorer, who led an expedition into the American southeast, becoming the first European to look upon Georgia, was Hernando De Soto.
- In order to convert the Native Americans to Catholicism, the Spanish established missions along the southeastern coast of North America.
- Though the Spanish explorers brought weapons and horses to the New World, the thing most responsible for the death of thousands of Native Americans was disease.

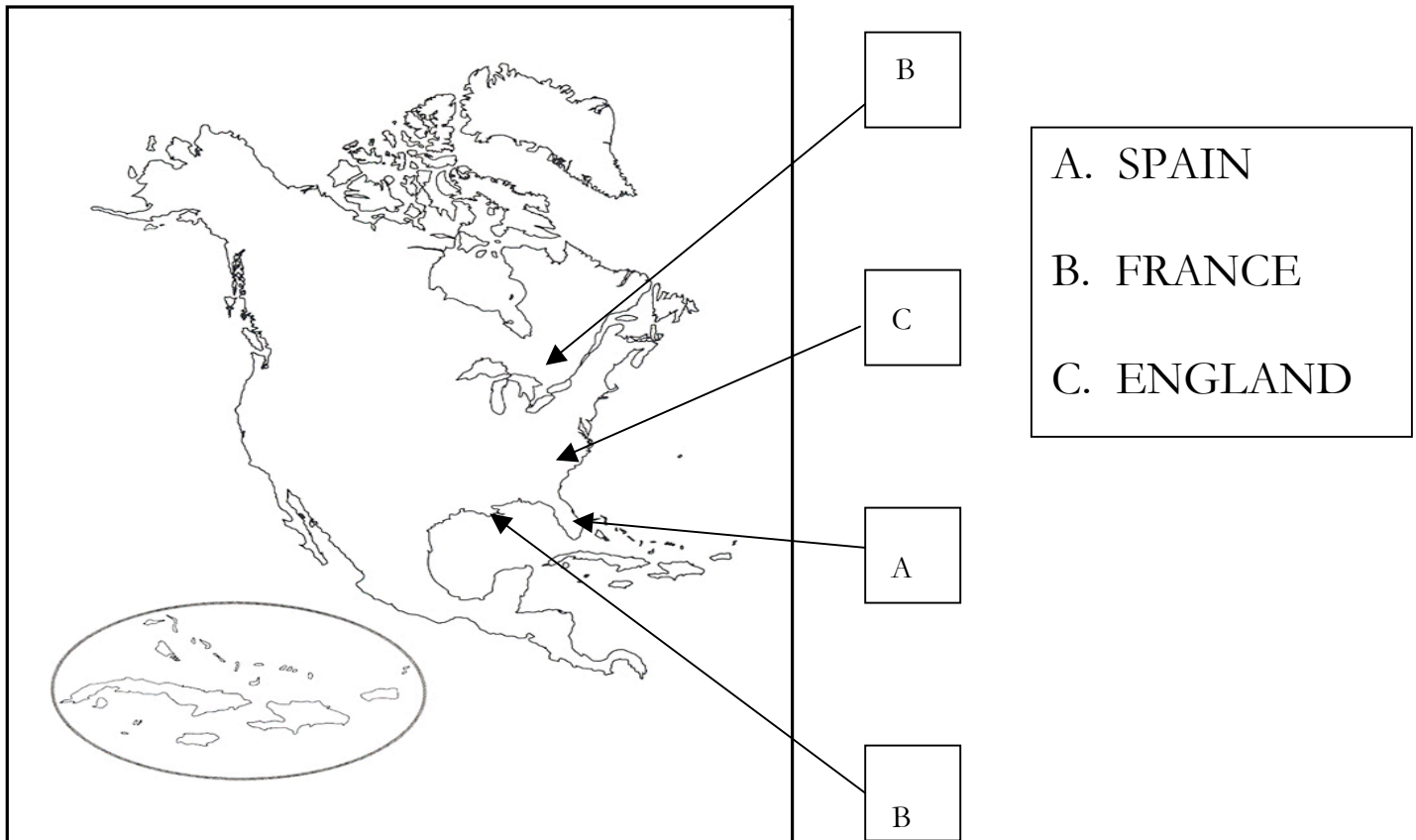
**C. Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the French, Spanish, and British in the southeastern area.**

- The three goals of Spanish exploration in the New World were God, gold, and glory:
  - God refers to the **religious** motivation to convert the Natives to Catholicism.
  - Gold refers to the **economic** motivation of discovering new sources of wealth for the Spanish Empire.
  - Glory refers to the **military** motivation of conquering new lands for the Spanish Empire.

- The **French** explorer who established the city of Quebec (in Canada), along with a prosperous fur trade there, was Samuel de Champlain.
- The **French** explorer who founded New Orleans was Sieur de La Salle.
- Under the **English** king, King Henry VIII, the Catholic Church was replaced with the Anglican Church (Church of England).
- In 1588, **Spain** launched the Spanish Armada in an attempt to conquer England and force its return to the Catholic Church. The result was disastrous for Spain, and the Spanish Empire never recovered.
- In 1607, **England** established its first permanent North American colony at Jamestown. By the 1660s, **England** had established 12 colonies in North America. The final English colony to be founded was Georgia, and it was established by a Charter in the year 1732.

Name	Approx. Date	Nation	Description
Christopher Columbus	1492	Spain	Chose to sail westward in his effort to find an all-water route to India; discovered the islands off the coast of North America; believing he was in India, he described the natives as “Indians”
Pope Alexander VI	1494	Roman Catholic Church	Drew the “Line of Demarcation,” dividing the world between the Catholic powers of Spain and Portugal; Portugal was guaranteed their routes around Africa; Spain was guaranteed all western routes to the Indies (and all newly discovered lands in between)
Conquistadors	1500	Spain	Spanish explorers almost always explored as officers of the Spanish Imperial Army; their explorations, therefore, were “conquests”
Hernando de Soto	1540	Spain	Spanish conquistador who became the first European to explore the interior of what would become the southeastern United States; he was the first European to enter Georgia and the first to look upon the Mississippi River.
Three G’s	1500s	Spain	The motivations of Spanish exploration (God – religious motivation; Gold – economic motivation; Glory – military motivation)
Spanish Missions	1500s	Spain	Established in the coast of La Florida to convert Native Americans to Roman Catholicism (by force if necessary)

Name	Approx. Date	Nation	Description
Sieur de La Salle	1682	France	Explored the Mississippi basin, naming it <i>La Louisiane</i> , and claimed it in the name of France.
King Henry VIII	1530s	England	King of England who used his authority to remove England from the Catholic Church and establish the Anglican Church (Church of England)
Spanish Armada	1588	Spain vs. England	Failed attempt by Spain to launch a massive fleet to invade England and force it back into the Catholic Church; Spain never recovered from the disaster.
Jamestown	1607	England	The first permanent English colony in North America, representing the decline of Spanish power and the rise of English power.
Samuel de Champlain	1608	France	Father of "New France" who founded New France and the city of Quebec, and established the fur trade there.



**SS8H2 – The student will analyze the colonial period of Georgia’s history.**

**A. Explain the importance of James Oglethorpe, the Charter of 1732, reasons for settlement (charity, economics, and defense), Tomochichi, Mary Musgrove, and the city of Savannah.**

- The father of the colony of Georgia was Sir James Oglethorpe, who was overwhelmed by the terrible conditions of England’s prisons, and felt that many poor unfortunates had been wrongly imprisoned. He wanted to found a new colony where these poor unfortunates, debtors, etc., could get a fresh start away from the corruption of English society.
- King George II granted permission to found a new colony in the year 1732.
- According the charter for the new colony, the colony would have three purposes (C, E, D):
  - Charity - the colony would be a place for the poor unfortunate to get a new start
  - Economics - the colony would be a source of wealth for England
  - Defense - the colony would serve as a **“buffer colony”** to protect South Carolina from the Spanish threat in La Florida.
- Under the terms of the charter, certain things were **not permitted**:
  - Land ownership
  - Alcoholic beverages
  - Slavery
  - Lawyers
- Under the terms of the charter, the colony would be governed by James Oglethorpe and twenty other men, who held the colony in trust for the King. These men, therefore, were called Trustees.
- The original name for the settlement of Savannah was Yamacraw Bluff, named after the local Native American tribe.
- The chief of the local Yamacraw Indians was Tomochichi.
- Oglethorpe’s female interpreter and assistant was Mary Musgrove.



- According to the Charter of 1732, how were Georgia's borders defined: Georgia extended from the mouth of the Altamaha and St. Mary's Rivers on the Atlantic coast to the Pacific coast.

**B. Evaluate the Trustee Period of Georgia's colonial history emphasizing the role of the Salzburgers, Highland Scots, malcontents, and the Spanish threat from Florida.**

- One of the few groups of people to prosper economically during the Trustee period was the Salzburgers, a group of German Protestants from Austria who settled in the town of Ebenezer.
- One particular ethnic group, the Highland Scots, was recruited in order to help defend Georgia against the Spanish threat from La Florida. They settled in the town of Darien.
- One group of colonists, the malcontents, were a major frustration for the Trustees because of their constant complaining about the colony's rules and restrictions.
- Oglethorpe finally ended the Spanish threat from Florida after defeating a Spanish invasion at the Battle of Bloody Marsh. This battle was important because it permanently ended the Spanish threat to Georgia.

**C. Explain the development of Georgia as a royal colony with regard to land ownership, slavery, government, and the impact of the royal governors.**

- Georgia's first royal governor who was too stern and often had conflicts with the colonists was Captain John Reynolds.
- Georgia's second royal governor, who was popular but too old and sickly, was Sir Henry Ellis.
- Georgia's third and most successful royal governor was Sir James Wright. In order to recruit more settlers to Georgia, he established a system of land distribution, whereby heads of household would receive large amounts of land, in addition to land grants for each family member. This system was called the headright system.
- Georgia's legislature, established during the Royal Period, was called the House of Assembly. **During the Royal Period, therefore, Georgians gained limited self-government.**
- How did Georgia's restrictions on slavery and land ownership change during the Royal Period? At the end of the Trustee Period, Georgia residents were permitted to own land and slaves; the first slaves were brought to Georgia in 1752.

## UNIT 4 – Statehood

### SS8H3 – The student will analyze the role of Georgia in the American Revolution.

#### A. Explain the immediate and long-term causes of the American Revolution and their impact on Georgia, including the Seven Years’ War, Proclamation of 1763, Stamp Act, Intolerable Acts, and the Declaration of Independence.

- D Though England was victorious over France, she was left with a massive debt and looked to American colonies to help pay it. A. Proclamation of 1763
- A In order to keep the colonists from conflict with Native Americans, and in order to make it easier to tax the colonies, King George III issued this law forbidding colonists from settling west of the **Appalachian Mountains**. B. *Declaration of Independence*
- F One of the measures adopted by England to tax the colonies, requiring a stamp to be purchased a placed on every paper good; this was the first incident of widespread opposition to England. C. Lexington & Concord
- E In response to continuous colonial rebellion, including the Boston Tea Party, England passed this series of harsh laws designed to punish the colony of Massachusetts and set an example for the other colonies. This caused the other colonies to discuss the possibility of uniting against English oppression. D. Seven Years’ War (or, French & Indian War)
- C The first battle of the Revolutionary War; fought in 1775, it was known as the “shot heard ‘round the world” because it changed the course of world history. E. Intolerable Acts
- B In Philadelphia, on July 4, 1776, representatives from all thirteen colonies signed this document, explaining the reasons why the colonies should be free of English rule. It was written primarily by Thomas Jefferson. F. Stamp Act
- As a result of the Seven Year’s War, Georgia’s western border was changed from the Pacific Ocean to the Mississippi River.

**B. Analyze the significance of people and events in Georgia on the Revolutionary War to include Loyalists, Patriots, Elijah Clarke, Austin Dabney, Nancy Hart, Button Gwinnett, Lyman Hall, the Battle of Kettle Creek, and the Siege of Savannah.**

- The three Georgia delegates who signed the *Declaration of Independence* were Button Gwinnett, Lyman Hall, and George Walton.
- Those who supported American Independence were called Whigs/Patriots, and they lived primarily in the backcountry/upcountry. Those who were loyal to the King of England were called Tories/Whigs, and they lived primarily around the port city of Savannah. Most people in Georgia were Tories/Whigs.
- In the most important Revolutionary War battle fought in Georgia, the Whigs defeated the British at Kettle Creek, preventing the British from capturing the backcountry. The Whig commander, famous for the use of guerilla tactics, was Elijah Clarke. A slave by the name of Austin Dabney fought for the Whigs here and served as an American spy.
- The Americans were defeated in their attempt to capture the city of Savannah from the British. This was the second bloodiest battle of the Revolutionary War.
- The six-foot tall, red-headed “Wauhatchie War Woman,” named Nancy Hart, served as a Whig spy and, according to legend, killed several British troops who trespassed on her property.

**SS8H4 – The student will describe the impact of events that led to the ratification of the United States Constitution and the Bill of Rights.**

**A. Analyze the strengths and weaknesses of both the Georgia Constitution of 1777 and the Articles of Confederation and explain how the Articles of Confederation led to a need to revise the Articles.**

- The first **national** form of government was called the Articles of Confederation. The first **permanent state** government was called the Constitution of 1777.
- Both governments reflected American fears of another strong central government like the one experienced under British rule. In order to prevent this, both governments purposely made the executive branch extremely weak and the legislative branch too powerful. As a result, both governments were eventually replaced.

**Basic Functions of Government**



**The Articles of Confederation**

<b>Description of the Legislative Branch Under the A.O.C.</b>	Unicameral Congress; no power to levy taxes; was unable to pass any legislation without the approval of <i>all</i> states
<b>Description of the Executive Branch Under the A.O.C.</b>	No executive branch under the Articles of Confederation
<b>Description of the Judicial Branch Under the A.O.C.</b>	No judicial branch under the Articles of Confederation
<b>Strengths of the A.O.C.</b>	Established the principle of representative government; had a <i>written</i> constitution
<b>Weaknesses of the A.O.C.</b>	No real power to tax; no ability to enforce or interpret legislation; no ability to raise an army for the common defense.

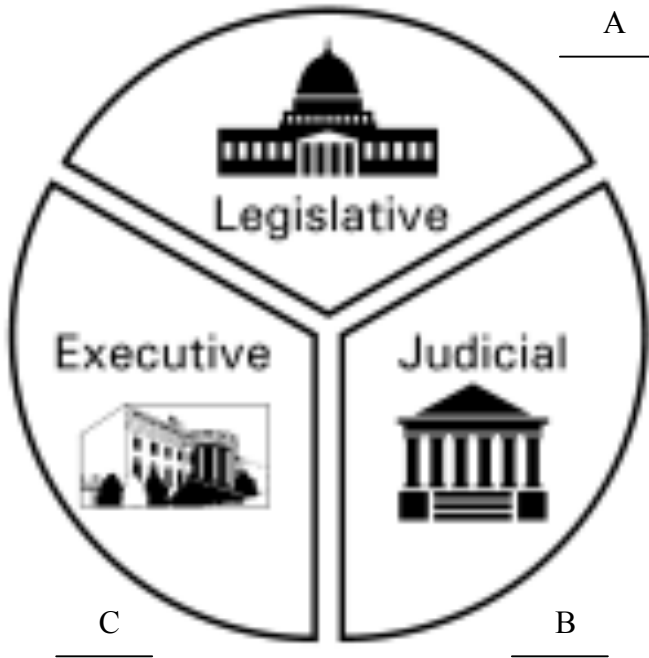
### The Georgia Constitution of 1777

<b>Description of the Legislative Branch Under the Constitution of 1777</b>	Unicameral body called the General Assembly; most powerful of all branches, with significant power of the executive and judicial branch
<b>Description of the Executive Branch Under the Constitution of 1777</b>	Governor elected by the General Assembly and limited to a one-year term; 12-man executive council appointed by the General Assembly
<b>Description of the Judicial Branch Under the Constitution of 1777.</b>	A Superior Court was created for each of Georgia's counties
<b>Strengths of the Constitution of 1777</b>	Attempted to create a separation of powers and a representative government; a written constitution outlining basic rights
<b>Weaknesses of the Constitution of 1777</b>	The legislative branch was given too much power, while the executive branch was too limited; because most Georgians were Tories, the Constitution of 1777 (a Whig document), was never ratified

**B. Describe the role of Georgia at the Constitutional Convention of 1787 including the role of Abraham Baldwin and William Few, and reasons why Georgia ratified the new constitution.**

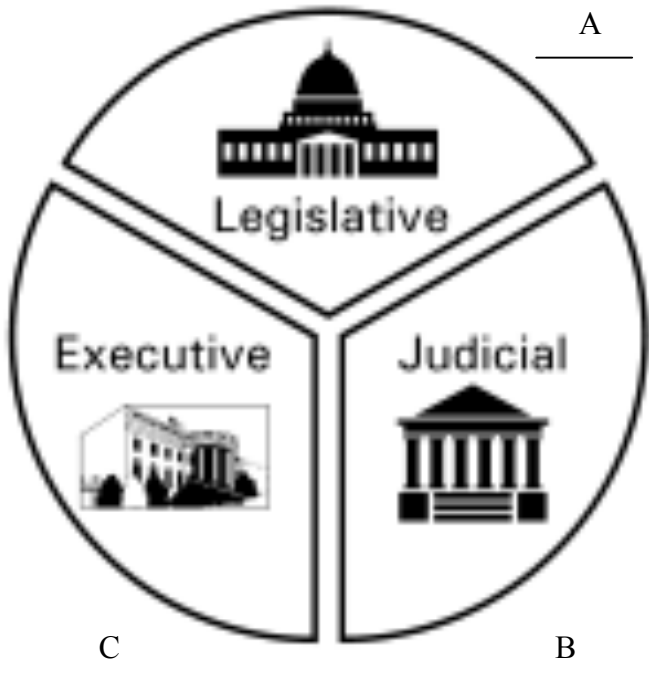
- Because of the weaknesses of the Articles of Confederation, representatives from the states met in Philadelphia in 1787 for the purpose of “revising” the Articles. Ultimately, the Articles were replaced by the United States Constitution. This gathering of delegates, therefore, was called the Constitutional Convention.
- Georgia appointed six delegates to go to Philadelphia, but only two signed the Constitution. They were Abraham Baldwin and William Few.
- The greatest debate in Philadelphia concerned the issue of representation. States with larger populations (e.g., New York, Pennsylvania, etc.) wanted the representation of states to be based on population. States with smaller populations (e.g., Delaware, Georgia, etc.) wanted states to be represented equally. The debate was resolved with the creation of a bicameral legislature made up of two houses, the House of Representatives and the Senate. This solution was called the **Great Compromise**.
- Georgia supported **ratifying** (approving) the Constitution because of the hope that a strong government would provide protection against Indians and the Spanish threat from Florida. Georgia became the 4th state to **ratify** the U.S. Constitution.

The U.S. Government under the Constitution



- A. The U.S. Congress  
(House of Representatives  
& Senate)
- B. The U.S. Supreme Court
- C. The U.S. President and  
Vice President

Georgia's Government under the Constitution of 1983



- A. The General Assembly  
(House of Representatives  
& State Senate)
- B. The GA Supreme Court
- C. The Governor and  
Lieutenant Governor

**SS8H5 – The student will explain the significant factors that affected the development of Georgia as part of the growth of the United States between 1789 and 1840.**

**A. Explain the establishment of the University of Georgia, Louisville, and the spread of Baptist and Methodist churches.**

- The first public, land-grant institution of higher learning in American history was the University of Georgia. The charter for this university was written by Abraham Baldwin, who had signed the *U.S. Constitution* on behalf of Georgia.
- Throughout Georgia's history, there have been five state capitals. These capitals moved further and further west, following Georgia's population. Georgia's five capital cities are:
  - Savannah
  - Augusta
  - Louisville
  - Milledgeville
  - Atlanta
- The Georgia Governor most responsible for the rebuilding of churches after the Revolutionary War was Lyman Hall, who had also signed the *Declaration of Independence* on Georgia's behalf. To the present day, Georgia's largest Christian denominations are Baptist and Methodist.

**B. Evaluate the impact of land policies pursued by Georgia to include the headright system, land lotteries, and the Yazoo land fraud.**

- In order to attract more people to settle in Georgia, Georgia's leaders continued policies of land distribution. Unfortunately, the land policies were abused by corrupt legislators and land speculators. This scandal was called the Yazoo Land Fraud.
- After the scandal, Georgia's headright system was replaced with the land lotteries in which individuals who lived in Georgia were given a chance to win land in a drawing. Those who won land this way were called fortunate drawers.
- Georgia's western lands were given to the U.S. government, and eventually the states of Alabama and Mississippi were created by the government.

**C. Explain how technological developments including the cotton gin and railroads impacted Georgia growth.**

- In 1793, Eli Whitney invented the cotton gin, a device which extracted seeds from cotton, making the growing of cotton extremely cost efficient. Soon Georgia was the largest cotton producer in the world, and cotton became known as “King Cotton”. In order to support the growing cotton industry, the south became more dependent on slavery.
- To transport cotton to the port city of Savannah, Georgia needed a new system of transportation faster and more reliable than the rivers and wagon trails. Georgia turned to railroads as the major system of transportation.
- One of Georgia’s most important railroads was the Western & Atlantic railroad, connecting Ross’s Landing (later Chattanooga) in the north to central Georgia. The southern termination point of the W&A Railroad was called Terminus. In a matter of years, the southern end of the railroad grew into a small town that was renamed Marthasville after the daughter of railroad supporter, Gov. Lumpkin. By 1845, the town had grown into a bustling city and was renamed Atlanta, after the Western & Atlantic Railroad.

**D. Analyze the events that led to the removal of Creeks and Cherokees including the roles of Alexander McGillivray, William McIntosh, Sequoyah, John Ross, Dahlonega Gold Rush, *Worcester v. Georgia*, Andrew Jackson, John Marshall, and the Trail of Tears.**

- The two great Indian nations in Georgia were the Creek, residing in south Georgia, and the Cherokee, residing in north Georgia.
- Georgians came to distrust the Creek because the Creek had sided with Great Britain during the Revolutionary War. Some Creeks, like the great Creek warrior Alexander McGillivray had brutally attacked Whig settlements on the frontier during the war. As the U.S. continued to grow, the Creek were forced to give up more and more of their land. Ultimately, with the Treaty of Indian Springs of 1825, all Creek lands in Georgia were surrendered by Creek Chief William McIntosh, who was afterwards assassinated by a Creek war party.
- The discovery of gold in Dahlonega in 1828 brought whites into contact with the Cherokee. Though the Cherokee were extremely advanced and “civilized” (even possessing a writing system invented by Sequoyah), whites wanted the Cherokees to become GA citizens or to leave. In 1830, the Indian Removal Act was signed by President Andrew Jackson, forcing Indians to move west of the Mississippi.
- The Cherokee, led by John Ross, sued the U.S. government in court. In the famous U.S. Supreme Court decision, called *Worcester v. Georgia*, the Chief Justice of the U.S. John Marshall ruled the Indian Removal Act unconstitutional.



- The Supreme Court’s decision was ignored, and in 1838, 14000 Cherokee were forced out of the southeastern United States on an 800-mile journey to the Indian territory known as the Trail of Tears.

## UNIT 5 – Sectionalism, Civil War & Reconstruction

### A. Explain the importance of key issues and events that led to the Civil War including slavery, states’ rights, nullification, Missouri Compromise, Compromise of 1850 and the Georgia Platform, Kansas-Nebraska Act, Dred Scott case, election of 1860, the debate over secession in Georgia, and the role of Alexander Stephens.

- During the 1800s, the northern states had an economy based on industry while the south had an economy based on agriculture. As the south’s dependence on agricultural products, primarily “King Cotton” grew, so did the south’s dependence upon slavery as a source of labor.
- Northerners came to oppose slavery because they could not compete with the south’s source of free labor and many came to believe it was morally evil. Those who argued for an immediate end to slavery were called abolitionists.
- Many in the north came to believe in nationalism, the idea that the interests of the entire nation are more important than those of a particular state or region. Southerners, on the other hand, held to **states’ rights** or **sectionalism**, the idea that the interests of the states were more important than those of the nation.
- A **protective tariff** is a tax on an imported good
- Explain the south’s position on protective tariffs and why it felt that way: Southerners opposed protective tariffs because they benefitted northern business at the expense of southern farming.
- After the **“nullification crisis” of 1828**, President Jackson grew extremely unpopular in the South because of his decision to side with nationalists over against southern sectionalists. In Georgia, however, Jackson remained popular because of Jackson’s role in Indian removal.

- From the 1820s to the 1860s, several compromises and events drew the North and South closer and closer to conflict:

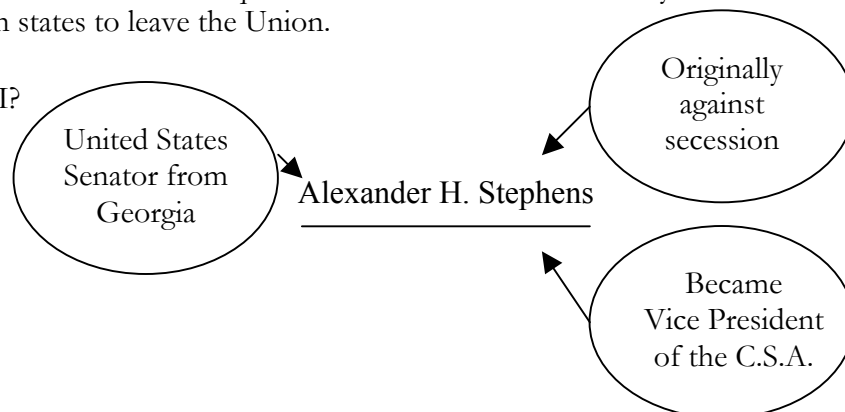
Compromise/Event	Date	Description	Why Does this Cause Conflict?
Missouri Compromise	1820	Missouri is admitted to the Union as a slave state; Maine is admitted to the Union as a free state (therefore maintaining balance in the Senate); the 36°30 line became the boundary for future slave and free states	The regional differences between North and South become a legal reality with the 36°30 line
Nullification Crisis	1832	South Carolina passed an Ordinance of Nullification, declaring the federal tariff of 1832 “null and void”; S.C. repealed the ordinance after President Andrew Jackson threatened to invade.	Southerners became wary of the federal government’s willingness to use force against the South
Compromise of 1850	1850	Controversy grew over the issue of slavery in territories won from Mexico in 1848; under this Compromise, California was admitted as a free state, the slave trade was abolished in Washington, D.C., and a strict fugitive slave act was enacted	“States’ rights” for Northern states was violated by being forced to submit to the fugitive slave act
Georgia Platform to the Compromise of 1850	1850	Georgia threatens to secede from the Union if northern statements fail to adequately enforce the fugitive slave act.	The threat of secession is once again used to force northern tolerance of southern slavery
Kansas-Nebraska Act	1854	People living in Kansas and Nebraska were permitted to determine the status of slavery within their states for themselves (i.e., the doctrine of popular sovereignty)	In order to influence the vote on slavery within Kansas, pro- and anti- slavery forces resorted to fighting (“Bleeding Kansas”)
<i>Dred Scott</i> Decision	1857	Dred Scott, a slave who was taken, by his master, to live in a free state sued for his freedom; the Supreme Court ruled that only citizens could sue in court, and that Congress could not regulate private property without due process	Northern states were essentially declared to be slave states; the north was no longer willing to compromise with the south
Election of 1860	1860	Republican Abraham Lincoln defeats John C. Breckinridge (Southern Democrat), Stephen A. Douglas (Northern Democrat), and John Bell (Constitutional Union) to become 16 <sup>th</sup> U.S. President on a platform of preventing the spread of slavery.	Convinced that Lincoln’s Presidency meant the end of slavery, the seven states of the Deep South responded by seceding.

- After the election of Abraham Lincoln in 1860, the seven states of the deep south chose to secede, or leave the Union. These states were: South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas.
- After fighting began at Ft. Sumter in April 1861, four states of the upper south chose to secede from the Union. These states were: Virginia, Arkansas, North Carolina, and Tennessee.



- There were four slave states that chose to remain in the Union. They were called border states. These states were (**note:** in 1861, West Virginia did not yet exist): Missouri, Kentucky, Maryland, and Delaware.
- Georgia was divided on the question of secession but ultimately became one of the first seven states to leave the Union.

- Who am I?



**B. State the importance of key events of the Civil War to include Antietam, Emancipation Proclamation, Gettysburg, Chickamauga, the Union blockade of Georgia's coast, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville.**

- The Civil War lasted from 1861 to 1865 and was fought between the United States of America (the North) and the Confederate States of America (the South).

- Originally, President Lincoln's war aim/goal was **not to free the slaves**, but to preserve the Union.

- The major events of the Civil War included:

E The Union navy successfully captures southern forts along Georgia's barrier islands in order to take away Georgia's ability to trade with Europe and gain much needed supplies. A. Gettysburg

G Fought in Sharpsburg, Maryland, this battle was the first major northern victory in the Civil War. B. Sherman's Atlanta Campaign

D Designed to change the north's goal in the war, and to prevent European nations from supporting the South, Lincoln issued this document, freeing slaves **in states currently in rebellion against the U.S.** (though technically freeing no slaves). C. Chickamauga

A The bloodiest battle of the Civil War. The Confederate army suffered a disastrous defeat here and would never recover. D. Emancipation Proclamation

C The greatest battle ever fought on Georgia soil, this battle temporarily forced the Northern Army out of Georgia into Chattanooga. Although the South won the battle, the victory was costly, because the South could not replace the thousands of soldiers lost. E. Union Blockade of GA's Coast

B The north fought this series of battles in an effort to drive the Southern army south and to capture GA's important rail hub. F. Sherman's March to the Sea

F The northern army's march from Atlanta to Savannah in an effort to ravage the interior of Georgia and destroy the will of the southern people to continue to fight. G. Antietam

- Andersonville was a notorious prisoner of war camp located in Georgia.

- Explain how the *Emancipation Proclamation* helped the North win the Civil War: The *Emancipation Proclamation* transformed the Union war aim from preserving the Union to ending slavery; since European powers were opposed to slavery, they could not provide assistance to a nation fighting to preserve slavery. Without European assistance, the Confederacy lost its best chance to win independence.

**C. Analyze the impact of Reconstruction on Georgia and other southern states emphasizing Freedmen’s Bureau, sharecropping and tenant farming, Reconstruction plans, 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments to the Constitution, Henry McNeal Turner and black legislators, and the Ku Klux Klan.**

- The period following the Civil War, from 1867 to 1877, in which southern states were brought back into the Union was called Reconstruction.
- There were two major plans for restoring the southern states to the Union:
  - Presidential Reconstruction: characterized by “forgiveness” and “charity,” Lincoln’s plan was to immediately restore any former Confederate state to the Union once 1/10<sup>th</sup> of the 1860 voting population took an oath of loyalty to the U.S. Constitution, a new state constitution was drafted, and the 13<sup>th</sup> Amendment abolishing slavery was ratified.
  - Congressional Reconstruction: characterized by “punishment” and “revenge,” the plan of Congressional Republicans was admit former Confederate states into the Union only after slavery was abolished and a majority of residents of the state disavowed the Confederacy (i.e., the Wade-Davis Bill).
- Congress was able to direct “Radical Reconstruction” policies because of Lincoln’s assassination in April 1865. The South was placed under military rule, and Georgia was placed under the leadership of General John Pope.
- During Reconstruction, three Amendments were added to the U.S. Constitution:
  - 13<sup>th</sup> Amendment: slavery is abolished
  - 14<sup>th</sup> Amendment: citizenship is given to former slaves; citizenship is defined as “equal protection under the law”
  - 15<sup>th</sup> Amendment: the right to vote is given to former slaves
- \* **The controversial “equal protection” clause, which defines U.S. citizenship, is found in the 14th Amendment.**
- In order to assist former slaves in their transition to life as free men, Congress created the Freedmen’s Bureau in 1865. It provided food, clothing, medicine, and

other supplies to freed slaves, and established schools to teach former slaves to read and write.

- To make a living, many former slaves remained on the farms to work as sharecroppers or tenant farmers. Of the two, it was better to be a tenant farmer because it meant that you owned your own tools and supplies.
- During Reconstruction, many black legislators were elected to the Georgia General Assembly, including Henry McNeal Turner, who had served as the first black chaplain in the U.S. Army. Because many of the businesses in the capital, Milledgeville, refused to serve these black legislators, General Pope ordered the capital of Georgia to be moved to Atlanta.

## UNIT 6 – The New South

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

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

- The “New South” was a movement that emphasized the need for Georgia to rely, not on agriculture, but on business & industry. It was, therefore, concerned with changing Georgia **economically**.
- Three men dominated the Democratic Party and Georgia politics during the New South era. They emphasized the need for farmers to diversify (growing crops other than cotton) and for the state to look to **industry** as a means to attain prosperity. Because they were so powerful, they were called the Bourbon Triumvirate (after the powerful French ruling family). The three members of this group were:
  - Joseph Brown - the Civil War Governor of Georgia
  - John B. Gordon - a popular Civil War General, and later the leader of Georgia’s branch of the Ku Klux Klan.
  - Alfred H. Colquitt - a licensed Methodist minister
- For the next 120 years, Georgia would be dominated by the Democratic Party.
- In order to showcase Georgia’s new focus on business, Georgia hosted the International Cotton Exposition (ICE) on three occasions, in 1881, 1887 and 1895 (the 1887 event was the largest).

- The influential newspaper editor of the *Atlanta Constitution* who supported the New South leaders and was called the “voice of the New South,” was Henry Grady.
- Farmers resisted this new emphasis on industry and formed an organization, the Farmers Alliance, in order to protect their interests. They later formed a political party, called the People’s (Populist) Party. The leader of this party in Georgia was Tom Watson who, in 1890, startled the Democrats by winning election to the U.S. House of Representatives.
- In 1922, when Senator Thomas Watson died in office, he was replaced by Rebecca Latimer Felton (for only 24 hours), the first female U.S. Senator in history.
- The controversial election campaign of 1906 sparked a great deal of racial tension in Georgia. When sensational newspaper articles insisted that black men had assaulted white women, the Atlanta race riot broke out, lasting for several days and resulting in the death in as many as 40 African-Americans.
- In 1913, a Jewish factory supervisor was accused of murdering a young girl, Mary Phagan, who worked in the factory. Though there was little evidence, the supervisor was found guilty and was later murdered by a lynch mob. This incident was known as the Leo Frank case. It illustrates anti-Semitism (hatred of the Jews).
- In 1917, Georgia adopted the county unit system in which counties would receive no more than 3 votes, regardless of population, for certain state offices. This system kept power in the hands of rural farmers. Later, the Federal Courts ruled that it was unconstitutional, violating the “equal protection” clause of the 14th Amendment.

**B. Analyze the denial of rights to African-Americans through Jim Crow laws, *Plessy v. Ferguson*, disenfranchisement, and racial violence.**

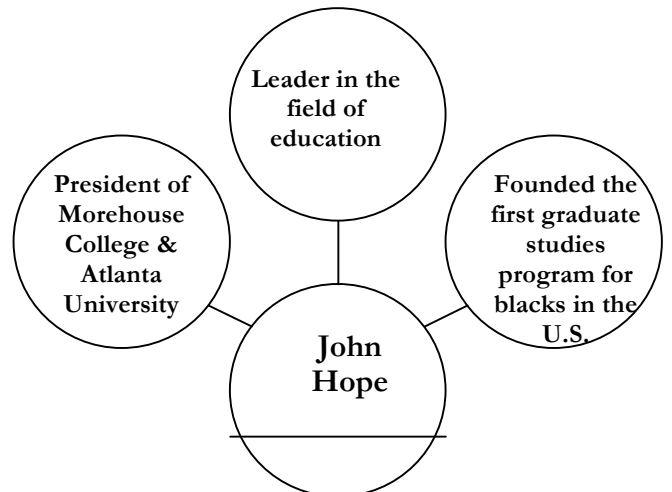
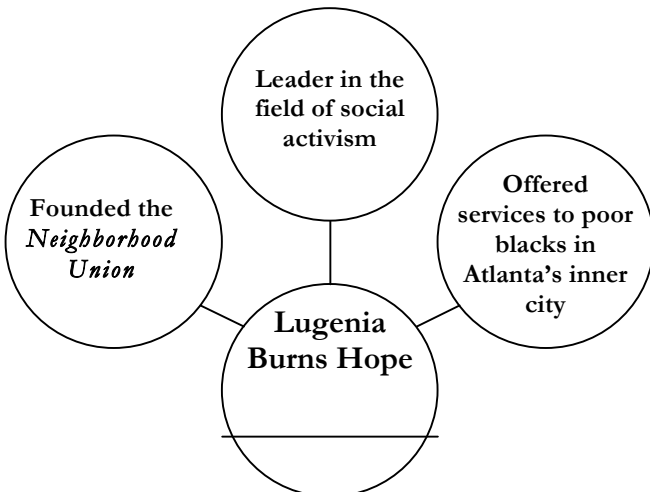
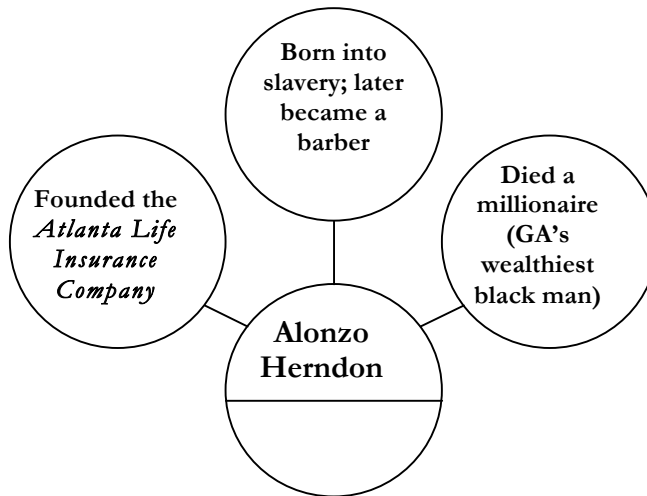
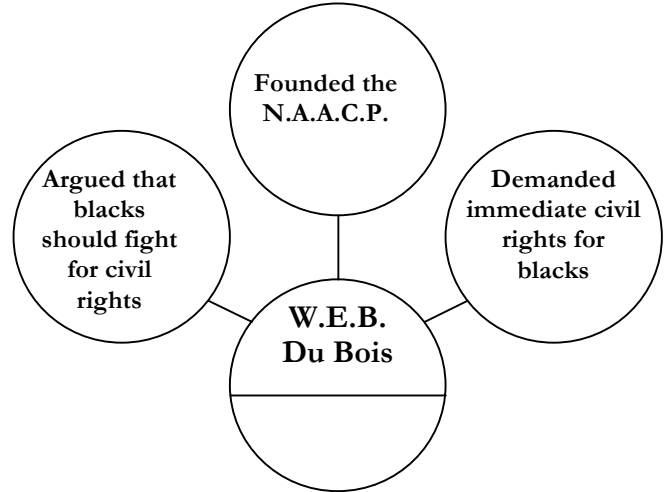
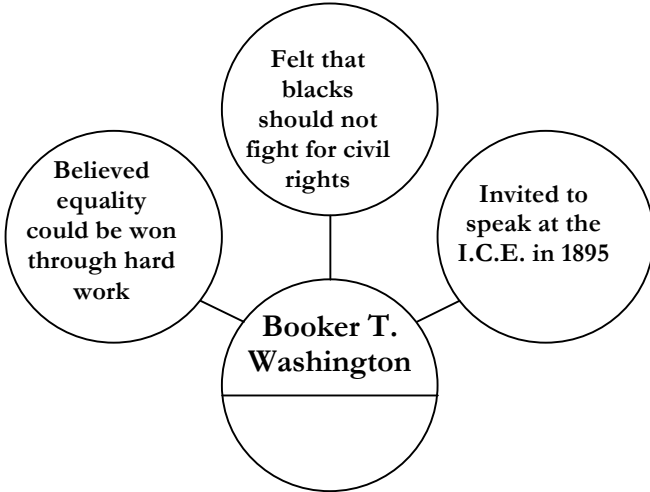
- Throughout the “New South” era, the freedoms of African-Americans were severely restricted through several means:

<u>D</u>	- laws that segregated blacks and whites in places (e.g., hotels, trains, restaurants, etc.)	A. <i>Plessy v. Ferguson</i>
<u>A</u>	- Supreme Court decision stating that segregation was legal as long as facilities were “ <b>separate but equal</b> ”	B. White Primary
<u>C</u>	- taking away a person’s right to vote	C. Disenfranchise
<u>G</u>	- a payment required for using a polling place	D. Jim Crow laws
<u>H</u>	- a requirement that, in order to vote, the voter must demonstrate ability to read and write	E. Grandfather Clause
<u>E</u>	- a loophole permitting persons to vote if their grandfather was eligible to vote	F. Ku Klux Klan
<u>F</u>	- a terrorist organization created in order to intimidate blacks and keep them from exercising their political and social rights	G. Poll Tax
<u>B</u>	- a rule preventing blacks from voting in elections to determine the Democratic candidate for office	H. Literacy Test



**C. Explain the roles of Booker T. Washington, W.E.B. Du Bois, John and Lugenia Burns Hope, and Alonzo Herndon.**

- Identify the following African-American leaders during the New South movement:



## UNIT 7 – GA in the 20<sup>th</sup> Century

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

### D. Give reasons for World War I and describe Georgia's contributions.

- By the mid-1910s, the world was moving closer and closer to world war due to several factors:
  - Nationalism - an intense devotion to one's own ethnic group (particularly pan-Slavism)
  - Imperialism - the movement to acquire colonies for the economic benefit of the mother country (the continent most singled out for colonization was Africa).
  - The division of Europe into two military alliances.
- One of Europe's military alliances, the **Central Powers**, was made up of the nations of Germany, Austria-Hungary, Bulgaria, and the Ottoman Empire (Turkey).
- Europe's other alliance, the Allies (or Triple Entente), was made up of the nations of Great Britain (the United Kingdom), France, & Russia.



- The United States wanted to avoid entering World War I, but was eventually drawn into the conflict after two incidences:
  - The Zimmerman Telegram - A secret letter, from the German foreign minister to Mexico, was discovered by the U.S. In the letter, Germany promised to return the American southwest to Mexico if she sided with Germany against the U.S. in the war.
  - The sinking of the Lusitania - A British passenger liner sunk by a German submarine in May 1915, killing 128 Americans.
- Georgia's contributions to World War I included:
  - Nearly 100,000 Georgians served in the armed forces.
  - Commercial canning plants were built to process sweet potatoes and peaches.
  - Meat packing plants were opened in Moultrie, Savannah, etc.
  - Ft. Oglethorpe was the site of a prisoner of war camp for German merchant sailors.
  - General Hospital No. 6 at Ft. McPherson treated over 10,000 patients.
- The Allies were victorious in World War I, and an armistice was signed on November 11, 1918.

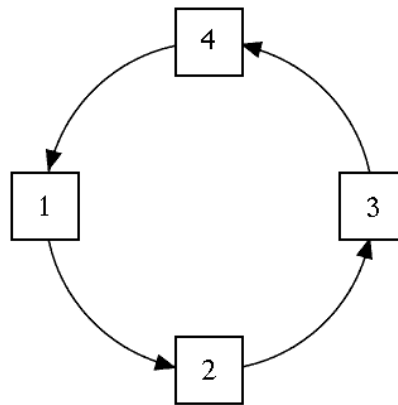
**SS8H8 – The student will analyze the important events that occurred after World War I and their impact on Georgia.**

**A. Describe the impact of the boll weevil and drought on Georgia.**

**B. Explain economic factors that resulted in the Great Depression.**

- Before Georgia's cotton farmers began to diversify and move away from their heavy dependence upon cotton, Georgia agriculture was devastated by a destructive insect, the boll weevil, that destroyed Georgia's cotton crop. From 1915 to 1923, Georgia's cotton crop dropped from 1.75 million bales a year to 600,000 bales a year, a decrease of about 66%.
- From 1924 to 1925, Georgia was struck by a severe drought, receiving the lowest amounts of annual rainfall in recorded history. 1925 was so bad, it was called "the year you could walk across the Chattahoochee."
- The terrible farm conditions forced farmers to migrate to the cities.

- The agricultural conditions of the 1920s were followed by the Great Depression, the longest period of high unemployment and low economic activity in modern times. Though this event was triggered by the stock market crash of 1929, it was caused by several factors:
  - (1) Industrial overproduced goods.
  - (2) Declining sales led to lower wages or layoffs.
  - (3) Citizens had less spending power.
  - (4) Less spending power meant that fewer goods would be purchased.



- People **overspeculated** on the stock market, borrowing money that they could not pay back when the stock market crashed.
- **Overspeculation caused banks to literally run out of money.**
- The U.S. placed high tariffs (taxes on imported goods) on foreign products, making it difficult for European nations to recover from World War I.
- In order to help America recover from the economic disaster, President Franklin Delano Roosevelt adopted a program, called the New Deal, in which massive amounts of federal funds created programs to boost the economy.

### C. Discuss the impact of the political career of Eugene Talmadge.

- Eugene Talmadge dominated Georgia politics from 1926 to 1946. He served three terms as Governor and three terms as Commission of Agriculture.
- Most of Talmadge's support came from farmers.

- Talmadge opposed civil rights for blacks, and dismissed members of the faculty at the University of Georgia who favored racial integration. As a result, the institution lost its accreditation.
- Talmadge was a major enemy of Roosevelt's New Deal because of his belief that the New Deal required high taxes and large government; Talmadge, by contrast, argued for low taxes and small government.



**D. Discuss the effect of the New Deal in terms of the impact that the Civilian Conservation Corps (CCC), Agricultural Adjustment Act (AAA), rural electrification, and Social Security had on Georgia.**

- Several of FDR's New Deal programs significantly impacted Georgia:
 

<u>C</u>	- provided work to young men preserving the nation's natural resources and state parks	A. Social Security Act
<u>B</u>	- paid farmers a subsidy to grow less cotton and other crops that were in high supply	B. Agricultural Adjustment Act
<u>D</u>	- offered low-interest loans to organizations to build power lines in rural areas and supply farms with electricity	C. Civilian Conservation Corps
<u>A</u>	- created retirement accounts for the elderly	D. Rural Electrification

**SS8H9 – The student will describe the impact of World War II on Georgia’s development economically, socially, and politically.**

**A. Describe the impact of events leading up to American involvement in World War II to include Lend-Lease and the bombing of Pearl Harbor.**

- Political and social events in Europe after World War I led to the rise of fascism, a political philosophy in which total power is given to a dictator and individual freedoms are denied. Among the dictators that came to power around the world were the leaders of the Axis Powers:

Germany – Adolf Hitler

Italy – Benito Mussolini

Japan – Hideki Tojo



- World War II began with Germany’s attack on Poland on September 1, 1939.
- The President of the United States at the beginning of and throughout most of World War II was Franklin Delano Roosevelt.
- Though the United States was neutral in the conflict between the Axis and the Allies, many in America supported the Allied powers (the United Kingdom, France, and the Soviet Union). In 1941, Congress passed a law called the Lend-Lease Act, which allowed the President to lend weapons, supplies, and equipment to any nation whose defense was critical to the national security of the U.S. In exchange the U.S. was allowed to establish bases on Greenland and Iceland to protect its shipping in the North Atlantic from attack.
- The U.S. declared war on Japan after the surprise attack on Pearl Harbor on the date December 7, 1941.

**B. Evaluate the importance of Bell Aircraft, military bases, the Savannah and Brunswick shipyards, Richard Russell, and Carl Vinson.**

- Georgia made several significant contributions to World War II:

<b>Important Contribution/Individual</b>	<b>What Impact Does This Have on GA?</b>
Bell Aircraft	The Bell Aircraft plant, in Marietta, GA, constructed 663 B-29 bombers during World War II, employing 20,000 Georgians (including many African-Americans and women).
Military Bases	Georgia has more military training facilities (e.g., Fort Benning, Ft. Gordon, Ft. McPherson, Hunter Air Field, Robins Air Service Command, etc.) than any other state except Texas, implying federal money and jobs for Georgia.
Savannah & Brunswick Shipyards	The Savannah and Brunswick shipyards were used as the site for the construction of Liberty Ships, square-hulled transport vessels, for use during World War II
Richard B. Russell	One-term governor and seven-term U.S. Senator; Chairman of the Senate Armed Services Committee; worked diligently to bring military installations to Georgia
Carl Vinson	Twenty-five term U.S. Representative; worked with Sen. Richard B. Russell on military matters; in 1973, President Richard Nixon named a nuclear-powered aircraft carrier in his honor (USS Carl Vinson)

**C. Explain the impact of the Holocaust on Georgians.**

- The Holocaust describes the murder of approximately 6 million Jews and millions of others from 1933-1945 by Nazi Germany. The Holocaust is an example of the intense hatred of Jews known as anti-Semitism.
- In 1986, Governor Joe Frank Harris established a state agency know as the Georgia Commission on the Holocaust in order to create public awareness about racism,

bigotry, and genocide. The goal of this agency is teacher future generations of the dangers of prejudice, bigotry, and genocide.

**D. Discuss President Roosevelt’s ties to Georgia including his visits to Warm Springs and his impact on the state.**

- Despite the strong opposition to Franklin Delano Roosevelt and the “New Deal” by many Georgians, led by Eugene Talmadge, many other Georgian’s considered Roosevelt to be “one of their own,” because Roosevelt frequently visited his Georgia home in Warm Springs. Roosevelt often visited here because the natural hot springs provided relief for his polio, a painful disease that leads to paralysis. His home in Georgia was often called the “Little White House.”
- Roosevelt had a tremendous impact on Georgia due to the millions of dollars invested into the state through his “New Deal” programs such as the CCC, the AAA, Social Security, and the rural electrification program.

**UNIT 8 – Post-World War II Growth of Georgia**

**SS8H10 – The student will evaluate key post-World War II developments of Georgia from 1945 to 1970.**

**A. Analyze the impact of the transformation of agriculture on Georgia’s growth.**

- After World War II, Georgia agriculture changed dramatically, for several reasons:
  - New Deal programs, such as the Agricultural Adjustment Act, paid farmers not to grow cotton and other crops that were in high supply. This meant that fewer cotton farmers were needed.
  - Less people were needed to work on farms because of technological improvements in farm equipment (e.g., the motorized tractor).
  - Many farmers turned to other crops. The largest agricultural product was no longer cotton, but poultry, which, by the 1920’s, accounted for approximately 33% of all of Georgia’s agricultural output.
  - Because the these various changes, many farmers were forced or chose to leave their farms and migrate to the cities to find work in business and industry. Though the average farm in Georgia by the 1970s was larger in size, the number of farms in Georgia decreased by approximately 75%.
  - During this time, Atlanta emerged as GA’s most important city.



**B. Explain how the development of Atlanta including the roles of mayors William B. Hartsfield and Ivan Allen, Jr., and major league sports, contributed to the growth of Georgia.**

- In 1940, 65% of Georgians lived in rural areas. By 1976, 60% of Georgians lived in or near cities.
- Atlanta emerged as a major city in the southeastern United States, largely because of the contributions of two important mayors:
  - William B. Hartsfield - made tremendous contributions to Atlanta in the field of transportation; persuaded the city council of Atlanta to purchase Candler Field which was originally a racetrack but became Hartsfield-Jackson International Airport; in addition to the airport, he directed the building of Atlanta's expressway system.
  - Ivan Allen, Jr. - made tremendous contributions to Atlanta in the field of entertainment and cultural development; oversaw the building of Atlanta's civic center and Memorial Arts cultural center, as well as the purchase of three of Atlanta's professional sports franchises:

Baseball -  
Atlanta Braves



Basketball -  
Atlanta Hawks



Football –  
Atlanta Falcons



**C. Discuss the impact of Ellis Arnall.**

- Serving as Governor from 1943-1947, Ellis Arnall is considered one of the most progressive governors in Georgia's history.
- As Governor, Arnall's top priority was education. He wanted, more than anything else, to restore the accreditation of the University of Georgia, which had been lost due to the actions of Eugene Talmadge.
- Among Arnall's other great accomplishments were:
  - Lowered the voting age for Georgia residents to 18
  - Abolished the poll tax
  - Revised the state constitution
  - Paid off the state debt
  - Modernized the prison system (abolishing whipping and chain gangs)

**SS8G2 – The student will explain how the Interstate Highway System, Hartsfield-Jackson International Airport, Georgia’s deepwater ports, and the railroads held drive the state’s economy.**

- Georgia’s four most important transportation systems are:

Hartsfield-Jackson Intl. Airport



Interstate Highway System



Deep Sea Ports



Railroads



- Atlanta’s airport is named after William B. Hartsfield and Maynard Jackson.
- Georgia’s major deepwater ports are located at Savannah and Brunswick.

**SS8E1 – The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.**

<b>Time Period</b>	<b>Colonial</b>	<b>Ante-Bellum</b>	<b>Post War</b>	<b>WWII to Today</b>
<b>Goods (Major Crops; Major Products)</b>	rice (largest), silk, lumber, indigo, corn, peas, naval stores (pitch, tar, turpentine)	cotton (“King Cotton”), corn, tobacco, wheat, oats, honey	depressed economy; peaches, watermelons, peanuts, pecans, poultry	Three P’s (peanuts, peaches, poultry); poultry is largest (1/3 of all output)
<b>Services</b>	craftsmen (spinners, weavers, etc.) providing services for local residents	growing industries including grist mills, cotton gins, textiles; port of Savannah	cotton textiles, lumber mills, meat packing, commercial canning	transportation; information technology; Atlanta becomes business center of the southeast

**SS8E2 – The student will explain the benefits of free trade.**

<b>Time Period</b>	<b>Colonial Era</b>	<b>Antebellum Era</b>	<b>20<sup>th</sup> Century</b>	<b>Modern Georgia</b>
<b>Means of Trade</b>	traded with Indians; exported and imported goods from England by ship	transported goods by wagon, riverboat, train; traded cotton; shipped from Savannah	heavy reliance on rail; growth of four major transportation systems	goods transported globally by road, rail, ship, or air

**SS8E3 - The student will evaluate the influence of Georgia’s economic growth and development.**

**A. Define profit and describe how profit is an incentive for entrepreneurs.**





- Individuals who go into business for themselves are called entrepreneurs. The ultimate goal of these individuals is to make profit.

**B. Explain how entrepreneurs take risks to develop new goods and services to start a business.**

- In order to succeed in business and industry, individuals must take great risks because they are often required to invest their own capital/resources with no guarantee of success.

**C. Evaluate the importance of entrepreneurs in Georgia who developed such enterprises as Coca-Cola, Delta Airlines, Georgia-Pacific, and Home Depot.**

- Among Georgia’s most important businesses are:

				
<b>Inventor/ Founder</b>	Dr. John Pemberton	B.R. Coad & C.E. Woolman	Owen R. Cheatham	Bernie Marcus & Arthur Blank (Atl. Falcons)
<b>Date Founded or Invented</b>	1886	1920s	1927 (as Georgia Hardwood Lumber Company)	1970s
<b>Type of Business</b>	Consumer product; foods & beverages	Transportation	Forest products	Retail; home improvement
<b>Brief Description of Company’s History</b>	First sold in Jacob’s Pharmacy in 1886; purchased by Asa Candler, but became global product under Robert Woodruff	Founded as crop dusters to fight boll weevil; named Delta Air Service in 1928; moved to Atlanta in 1941 as a passenger air service	Started with \$6000 of Cheatham’s own money; renamed in 1956; one of world’s largest producers of forest products	Founded as a one-stop-shop for home improvement (later, the model for WalMart); over 1700 stores globally

## UNIT 9 – The Modern Civil Rights Movement

**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 to include the roles of Herman Talmadge, Benjamin Mays, the 1946 governor’s race and the end of the white primary, *Brown vs. 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 including 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.**

- Match the description with the appropriate Supreme Court decision:

C - Ruled that slaves were property and could not sue in court; declared that Congress could not regulate private property, including slaves, in effect declaring that all states were slave states.

A. *Plessy vs. Ferguson*

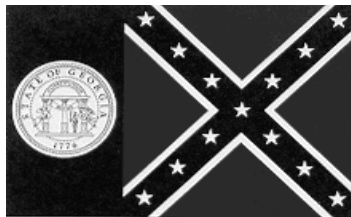
A - Ruled that segregation was legal as long as facilities were “separate but equal”

B. *Brown vs. Board of Education*

B - Ruled that segregated schools violated the “equal protection” clause of the 14<sup>th</sup> Amendment; because separate can never be equal, the Supreme Court ruled that segregation in schools was unconstitutional

C. *Dred Scott*

- The Georgia General Assembly adopted a new state flag in 1956 to demonstrate its opposition to integration.



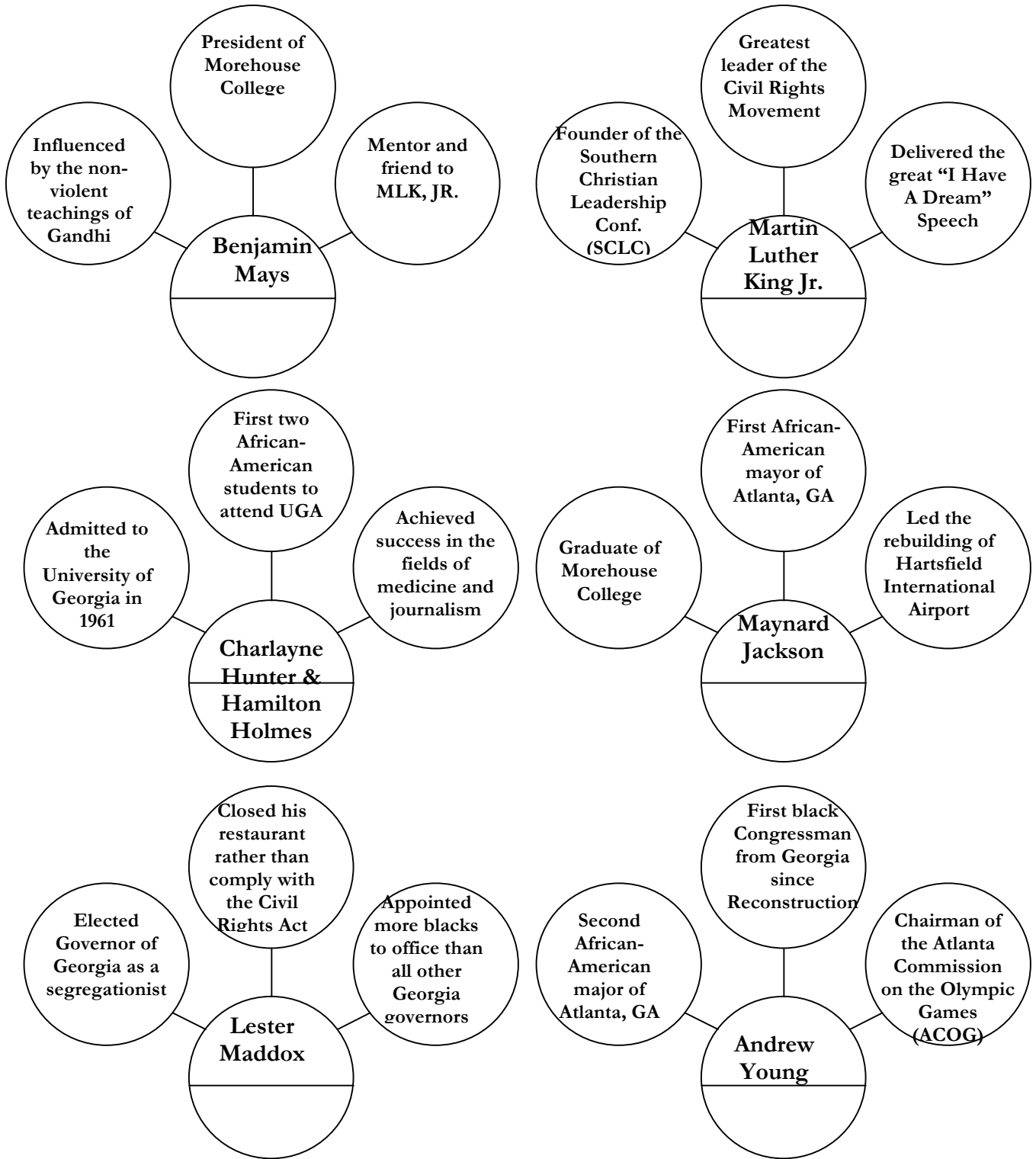
- Georgia appointed the Sibley Commission to determine how Georgians felt about school desegregation. It came to the following conclusion: Georgia was deeply divided on the issue of desegregation, with many supporting it and many opposing it.
- The 1946 campaign for Governor of Georgia is known as the “Three Governor’s Controversy.” The man who ultimately prevailed in this controversy was M.E. Thompson.

NAME	OFFICE HELD (IF ANY)	REASON FOR THE CLAIM TO THE GOVERNOR’S OFFICE AFTER THE 1946 ELECTION
<b>HERMAN TALMADGE</b>	No office	Was a popular write-in who claimed to have won the election (since a vote for Eugene was a vote for him)
<b>M.E. THOMPSON</b>	Lieutenant Governor	Under the state constitution, when the Governor dies (Eugene was the governor-elect), the Lt. Governor assumes office.
<b>ELLIS ARNALL</b>	Outgoing Governor	Refused the relinquish office until a clear determination could be made regarding the appropriate Governor

- Match the description with the appropriate organization, event, or legislation:
 

<u>C</u>	- Founded by MLK, Jr. as a means to organize southern ministers, churches, and other individuals in their support for civil rights for African-Americans	A. March on Washington
<u>B</u>	- Founded, in part, by Julian Bond as a means to organize students and other young persons in their support for civil rights for African-Americans	B. Student Non-Violent Coordinating Committee (SNCC)
<u>D</u>	- A civil rights effort aimed at complete desegregation but handicapped by lack of organization, in-fighting among civil rights leaders, lack of a clear focus, etc.; MLK, Jr.'s greatest failure	C. Southern Christian Leadership Conference (SCLC)
<u>A</u>	- A massive movement designed to draw national attention to the Civil Rights movement; climax of this event was the "I Have a Dream" speech on the steps of the Lincoln Memorial	D. Albany Movement
<u>E</u>	- The crowning achievement of the Civil Rights Movement; made discrimination in all public places and institutions illegal; signed into law by President Lyndon B. Johnson	E. Civil Rights Act

- Identify the following important figure from the Modern Civil Rights Movement:





## UNIT 10 – Modern Georgia

**SS8H12 – The student will explain the importance of significant social, economic, and political developments in Georgia since 1970.**

**A. Evaluate the consequences of the end of the county unit system and reapportionment.**

- Under the county unit system, no county could receive more than three county unit votes for certain state offices (e.g., Governor). The county unit system was designed to keep power in the hands of the white farmers. In 1962, the U.S. Supreme Court ruled this system unconstitutional because it violated the “equal protection” clause of the 14th Amendment.
  
- Until the 1970s, Georgia’s election districts were drawn to ensure that power remained in the hands of Democrats. Federal courts ruled that Georgia’s districts violated the “equal protection” clause of the 14th Amendment. Georgia was forced to reapportion, or redraw their election districts.
  
- Use the following chart to answer the questions below related to the county unit system:

County	Popular Votes won by Ivan Karynsky	Popular Votes won by Paulie Paparazzi	County Unit Votes won by Ivan Karynsky	County Unit Votes won by Paulie Paparazzi
<b>Walker</b>	60000	1053	2	0
<b>Dade</b>	15154	0	1	0
<b>Gwinnett</b>	0	588488	0	3
<b>Fulton</b>	6	816000	0	3
<b>DeKalb</b>	865	665000	0	3
<b>Irwin</b>	9931	0	1	0
<b>Schley</b>	3766	0	1	0
<b>Taliaferro</b>	2077	0	1	0
<b>Catoosa</b>	50000	3282	2	0
<b>Baker</b>	2074	2000	1	0
<b>Clay</b>	1557	1500	1	0
<b>TOTAL</b>	<b>145430</b>	<b>2077323</b>	<b>10</b>	<b>9</b>

Which candidate won a majority of the popular votes? Paulie Paparazzi

Which candidate won a majority of county unit votes? Ivan Karynsky

Which candidate won the election? Ivan Karynsky

Explain why you believe these results are fair or unfair? A candidate won the election, but did not win the support of the majority of Georgians.

**B. Describe the role of Jimmy Carter in Georgia as state senator, governor, president, and past president.**

- Answer the following questions about Jimmy Carter:
  - What state and national offices did Jimmy Carter hold? Georgia state senator (first elected in 1962); Governor (elected in 1970); 39<sup>th</sup> President of the United States (elected in 1976)
  - What were some of Carter's important accomplishments as Governor? Oversaw a massive reorganization of state government; reformed education and criminal justice; promoted civil rights
  - When was Carter elected the **39<sup>th</sup> President of the U.S.?** 1976
  - How many other Georgians have been elected U.S. President? None (as of 2011)
  - What were some of Carter's accomplishments as President? Opened diplomatic relations with China; established human rights as a cornerstone of U.S. foreign policy; negotiated a lasting peace agreement between Israel and Egypt (the Camp David Accords)
  - What are considered to be some of his Presidency's failures? During Carter's presidency, the US experienced a major recession; U.S. prestige was damaged as a result of Carter's handling of the Iran Hostage Crisis.
  - In 2002, Carter won what prestigious award? The Nobel Peace Prize  
Why? For his lifetime of work in promoting peace, and for promoting democracy and human rights around the world.
  - What institution was established to monitor free elections worldwide and to fight starvation and disease? The Carter Center

**C. Analyze the impact of the rise of the two-party system in Georgia.**

- Historically, which political party has most dominated Georgia? Democratic Party
- Georgia supported a Republican for President for the first time in the year 1964 when they voted for the candidate Barry Goldwater.
- In 2003, Georgia elected Sonny Perdue, the first Republican governor since Reconstruction.

- The first Republican to be elected Lieutenant Governor of Georgia was Casey Cagle.

**D. Evaluate the effect of the 1996 Olympic Games on Georgia.**

- In 1996, Atlanta hosted the Centennial Olympic Games. The estimated impact of the games on the city of Atlanta was over \$5 billion.
- The Chairman of the Atlanta Commission on the Olympic Games (ACOG) was Andrew Young.
- As a result of the Olympic Games, Atlanta was able to build new hotels, restaurants, dormitories for state universities, and athletic facilities. In the heart of the city, a 21-acre oasis was built called the Olympic Park.

**E. Evaluate the importance of new immigrant communities to the growth and economy of Georgia.**

- From 1990 – 2000, Georgia’s foreign-born population increased by 233%.
- During the mid-1970s, refugees from Vietnam, Laos, and Cambodia immigrated to Georgia.
- Immigration has had its greatest impact on **north Georgia**, where Hispanics make up the largest segment of the immigrant population. These immigrants have particularly benefited the state’s textile industry.

**UNIT 11 – Georgia Government**

**SS8CG1 - The student will describe the role of citizens under Georgia’s constitution.**

**S8CG2 - The student will analyze the role of the legislative branch in Georgia state government.**

**SS8CG3 - The student will analyze the role of the executive branch in Georgia state government.**

**SS8CG5 - The student will analyze the role of local governments in the state of Georgia.**

**SS8E4 - The student will identify revenue sources for and services provided by state and local governments.**

- In its history, Georgia has had ten state constitutions.
- Georgia’s first, although temporary constitution, was called the “Rules and Regulations.”
- Georgia’s first permanent state constitution was called the Constitution of 1777.
- Dividing the basic functions of government into three branches ensures that no branch becomes more powerful than the others. Each branch can check the power of the other two branches. This is called checks and balances. Examples of these include:
  - The General Assembly can make laws, but the Governor can veto them.
  - The Governor can veto laws, but the General Assembly can override a veto.
  - The State Supreme Court may declare laws unconstitutional.
  - The General Assembly may impeach members of the state Supreme Court.
- The legislative branch makes laws. In Georgia, it is called the General Assembly.
- The executive branch enforces laws. In Georgia, the highest member of the executive branch is the Governor.
- The judicial branch explains/interprets laws. In Georgia, the highest level of the judicial branch is the State Supreme Court.
- Voters in Georgia must be 18 years old to vote.
- Voter registration deadlines are normally 30 days before an election.
- Elections in Georgia are controlled by the office of the Secretary of State.
- Presidential elections are held the first Tuesday (after the first Monday) in November.
- Georgia was the first state in the United States to lower its voting age to the current age. This was done by Ellis Arnall, one of Georgia’s most progressive Governors. Why do you believe that the governor lowered the voting age when he did?

	State Senate	House of Representatives	Governor	Lieutenant Governor
<b>Age Requirement</b>	25	21	30	30
<b>Years of U.S. Citizenship</b>	NA	NA	15	15
<b>Years of Georgia Residency</b>	2	2	6	6
<b>Terms of Office</b>	2 years (no term limits)	2 years (no term limits)	4 years (2 terms)	4 years (no term limits)
<b>Length of Session</b>	40 days (beginning on 2 <sup>nd</sup> Monday of January)	40 days (beginning on 2 <sup>nd</sup> Monday of January)	NA	40 days (beginning on 2 <sup>nd</sup> Monday of January)
<b>Duties of Office</b>	Make laws to ensure welfare of citizens	Make laws to ensure welfare of citizens	Suggest state programs; direct state budget; appoint members of state boards; call special sessions; veto laws	Serve as President of the State Senate (the only office holder who is a member of two branches); to assume the duties of the Governor if necessary
<b>Branch of Government</b>	Legislative	Legislative	Executive	Executive; Legislative

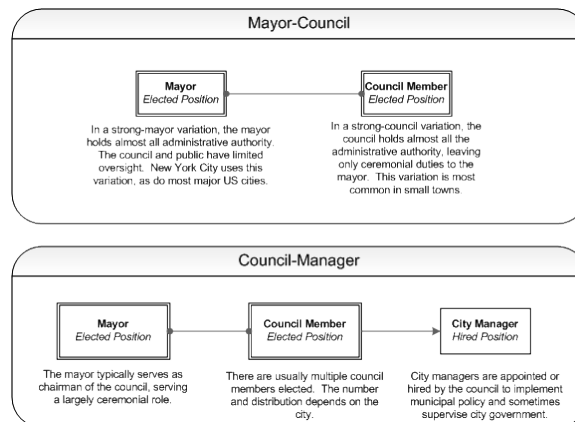
- What member of the state executive branch is also the President of the State Senate? Lieutenant Governor
- Most of the work of the General Assembly takes place in session.
- Are the Lieutenant Governor and Governor's requirements for office identical? Yes  
Why? The Lieutenant Governor must be constitutionally eligible to serve in the office of Governor.

- Match the description with the correct member of the executive branch:

- |          |   |                             |
|----------|---|-----------------------------|
| <u>D</u> | - Represents GA in court                      | A. Secretary of State       |
| <u>F</u> | - Investigates insurance companies in Georgia | B. School Superintendent    |
| <u>A</u> | - Sets state education policy                 | C. Labor Commissioner       |
| <u>A</u> | - Monitors state elections                    | D. Attorney General         |
| <u>E</u> | - Oversees the states farms and farm policy   | E. Agriculture Commissioner |
| <u>C</u> | - Enforces state employment regulations       | F. Insurance Commissioner   |

- Match the description with the proper element of county government:

- |          |   |                                |
|----------|---|--------------------------------|
| <u>G</u> | - Created by the state constitution                                     | A. Sheriff                     |
| <u>C</u> | - Created by a legislative charter                                      | B. Board of Commissioner       |
| <u>A</u> | - The principal law enforcement officer in the county government        | C. Cities                      |
| <u>D</u> | - Responsible for tax collection  | D. Tax Commissioner            |
| <u>F</u> | - Administers oaths, manages court records, custodian of the court seal | E. Probate Court Judge         |
| <u>E</u> | - Administers estates, name changes, adoptions, marriages, etc.         | F. Clerk of the Superior Court |
| <u>H</u> | - The principal law enforcement officer in the city government          | G. Counties                    |
| <u>B</u> | - The most common form of county government                             | H. Chief of Police             |



- Answer the following questions regarding city government:
 

<u>A</u>	- Clear separation of powers between Mayor and Council; mayor hires and fires, administers budget, and may veto the city council	A. Strong Mayor-Council
<u>B</u>	- Mayor is ceremonial and the council runs the city's day-to-day operations	B. Weak Mayor-Council
<u>C</u>	- A powerful city council hires a person to run the city	C. Council Manager
  
- In addition to city government, Georgia has a form of local government, established by cities and counties, to meet specific needs. These are called special-purpose districts (or authorities). Examples include:
  - Public schools
  - Mass transit systems (e.g., MARTA)
  - Airport
  - Utilities (water, sewage, electric companies)
  
- These forms of government are funded by user fees.
  
- The state government collects **revenue** (money needed to run the government) from four major sources:
  - Sales taxes
  - Federal grants
  - Personal income taxes
  - Property taxes

- Match the following descriptions with their correct term related to state revenue:

<u>F</u>	- Taxes on private homes, land, etc.	A. revenue
<u>G</u>	- Legislation that allows spending from the state budget	B. sales tax
<u>B</u>	- Taxes on goods that are bought and consumed.	C. balanced budget
<u>D</u>	- Money normally granted to help states with education or highway building	D. federal grants
<u>E</u>	- Taxes on the earnings of citizens from employment or investment	E. income tax
<u>A</u>	- Money required to fund the government	F. property tax
<u>C</u>	- Budget requirement that prevents the state from going into debt	G. appropriation



## UNIT 12 – Juvenile Justice

**SS8CG4 - The student will analyze the role of the judicial branch in Georgia state government.**

**SS8CG6 - The student will explain how the Georgia court system treats juvenile offenders.**

- Match the description with the correct court with Georgia’s judicial system:

<u>B</u> - The highest court in Georgia	A. Superior Court
<u>A</u> - May hear almost any civil or criminal case	B. Supreme Court
<u>C</u> - Handles wills and other administrative matters	C. Probate Court
<u>G</u> - Handles small civil claims (e.g., bad checks, arrest warrants, etc.)	D. Court of Appeals
<u>F</u> - Jurisdiction over misdemeanor violations and civil cases	E. Juvenile Court
<u>E</u> - Jurisdiction over delinquent children under 17 years old	F. State Court
<u>D</u> - Three-men teams hear appeals	G. Magistrate Court
- The major differences between criminal and civil law are: Civil law handles private disputes (divorce, property ownership, contracts, personal injuries, etc.); criminal law deals with actions that harm people or society.
- In Georgia, a juvenile is someone who is a child/teen who is under the age of 16.
- The difference between unruly and delinquent behavior is delinquent behavior is misconduct that would be considered criminal if committed by an adult (e.g., murder, rape, etc.); unruly behavior is misconduct that would *not* be considered criminal if committed by an adult (e.g., skipping school, drinking, etc.)

- According to the Seven Deadly Sins Act of 1994, juveniles will be charged as adults if they commit the following crimes:
  - Murder
  - Rape
  - Aggravated sodomy
  - Aggravated child molestation
  - Aggravated sexual battery
  - Armed robbery
  - Kidnapping
- In criminal justice, the term aggravated refers to crimes that are committed under the threat of serious or deadly force.

## UNIT 13 – Personal Finance

### **SS8E5 - The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.**

- There are at least five different kinds of money: cash (currency), checks, coins, debit cards, credit cards
- Banks make money by charging interest, a fee paid for the use of someone else's money

- Match the descriptions with the correct term related to personal finance:
 

<u>D</u> - The medium of exchange used for goods and services.	A. Interest
<u>B</u> - Buying something now and paying for it later.	B. Credit
<u>F</u> - A plastic card that draws money directly from a bank account.	C. Return on Investment
<u>A</u> - A fee paid for the use of someone else's money	D. Money
<u>E</u> - To commit money to gain a financial return	E. Invest
<u>C</u> - The most important concept in business.	F. Debit Card

**Using the following checkbook registry below, balance your personal checkbook using the following scenarios:**

- Your balance on October 29 is \$237.47.
- You forgot to ask your mom to write a check for a field trip. The check is due today, October 29, so you write a check of your own (#115) for \$18.00 to AnyTown High School.
- You get a paycheck for October 15-30 for \$62.75 on October 30.
- Your birthday is November 4 and you get a check from your grandmother for \$25.00. You deposit it that day.
- On November 5, you go to a sporting event and run out of money. You use the ATM in the lobby to get \$15 for snacks.
- Your credit card bill is due on November 10, so on November 1<sup>st</sup> you write a check (#116) to Credit USA for \$51.16.
- Your sister, Ann, owes you money. She pays you \$20 on November 10th.
- You need to buy flowers for the dance. You go to the ATM on November 12th and withdraw \$25.
- You deposit your paycheck (for November 1-15) for \$65.65 on November 16.
- Your Aunt Jane, who is always late, sends you a birthday check that you receive on the 12th of November, but you're busy and you don't deposit it until the 17th. The check is for \$35.

