

The page features a decorative graphic consisting of three blue circles of varying sizes (one large, one medium, and one small) and two thin, light blue diagonal lines that intersect at the top left and extend towards the right side of the page. The circles are composed of concentric layers of different shades of blue, creating a 3D effect.

Review and Study Packet

GA History

This packet goes through the GA state standards in the order the state suggests in the framework. It can be used to study as well as separate reference guides given to ELL and SPED students at the beginning of the unit. Information for this packet was taken from the GA state standards, New GA Encyclopedia, and Georgia and The American Experience.

Name: _____

Period: _____

Early Natives and GA Geography

SS8H1: The student will evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in GA.

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

Paleo	Archaic	Woodland	Mississippian
	<u>Early:</u> <u>Middle:</u> <u>Late:</u>		

Directions: In the boxes above, draw a picture that represents each culture by using the first letter of the culture’s name.

PAWMM (to remember the order)

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

- a. Locate Georgia in relation to region, nation, continent, and hemispheres.**

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

*Locate these cities: Atlanta, Savannah, Louisville, Dahlonega, Andersonville, Brunswick



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

Key for Early Natives and GA Geography

SS8H1: The student will evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in GA.

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

Paleo	Archaic	Woodland	Mississippian
<ul style="list-style-type: none"> • Paleo means very old (10,000 years) • Tools: knives, scrapers, spears all made of stone • Atlatl is a weapon sling that threw darts far and accurate • Nomadic hunters of large prey like mammoths, bison, ground sloths, mastodons • Lived in groups of 25-50 • Artifacts found at Savannah River, Ocmulgee River, & Flint River 	<p><u>Early:</u></p> <ul style="list-style-type: none"> • due to climate change ate deer, bear, turkey, rabbit, reptiles, fish, berries, nuts & fruits • deer antlers tools • trading • seasonally moved <p><u>Middle:</u></p> <ul style="list-style-type: none"> • ate shell fish • tools: hooks of bone & weighted spears • small groups came together to camp <p><u>Late:</u></p> <ul style="list-style-type: none"> • axe to clear trees & brush to camp • horticulture began • bury dead • pipes, shell beads, bone pins & needles, bone hooks & spears • more permanent • pottery for storing, cooking and serving, plain • grinding stone for nuts 	<ul style="list-style-type: none"> • tribes: a group of people who share a common ancestry, name, & culture • village had huts & houses (wigwams) • fiber or grass mats for sitting or sleeping • bow & arrow • fishing, hunting, nuts, berries, squash, greens & sunflowers • pottery had nature inspired designs • religious ceremonies included burial mounds; dead with jewelry, copper or bone combs, pottery, tools, tobacco pipes, weapons • belief in life after death 	<ul style="list-style-type: none"> • most advanced prehistoric civilization • permanent villages • 1,000's of people lived there • defensive guard towers • grew maize, beans, pumpkins, squash, tobacco • Tools: stone or bone hoes, digging sticks for field • beads, earrings, tattoos, feather headdresses

PAWM (Boxes on the bottom of chart are for pictures draw a picture out of the first letter of the culture that represents what they did for example make the **P** into a man holding an atlatl)

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

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

SE region of the US, US is the nation it is in, North American continent, Northern and Western Hemispheres

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

g. 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.

*Locate these cities: Atlanta, Savannah, Louisville, Dahlonega, Andersonville, Brunswick

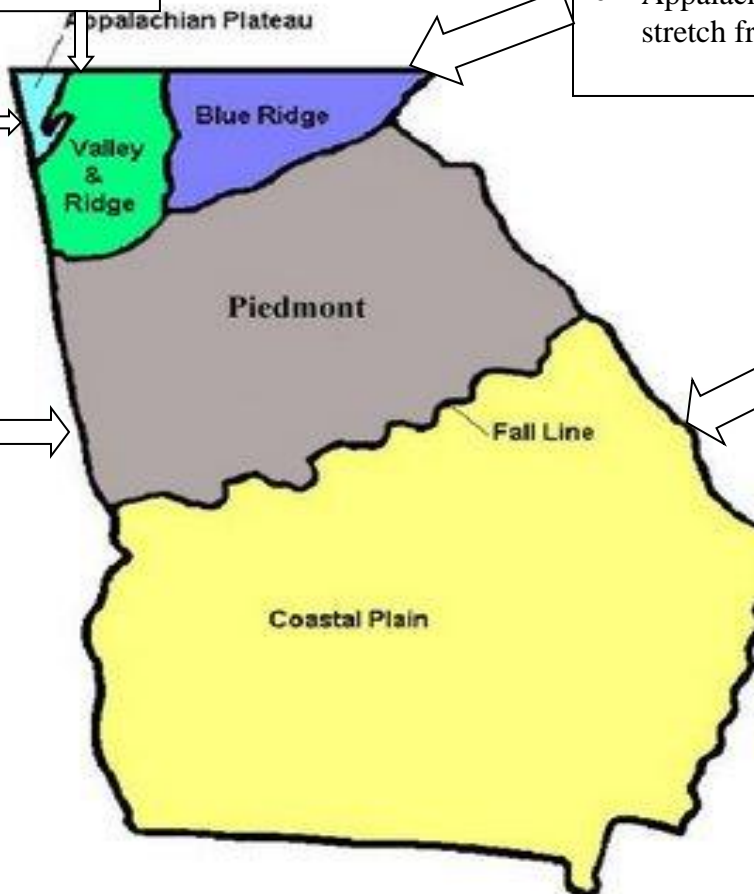
- Ellijay apples
- Dalton carpet capital of world
- Famous story "This is GA"
- Soil: mixture of shale & sandstone

- rugged beauty
- soil: sandy & loam
- Brasstown bald highest peak in GA
- Appalachian highlands stretch from NY to AL

- smallest region
- limestone caves, deep canyons
- TAG corner
- Elevation of 2000 ft.

- 1/2 state population
- Wheat, soy bean, corn, poultry and cattle
- Means foot of the mountain
- Soil: well drained, sand, loam and clay
- ATL

- mild climate
- major agriculture
- Okefenokee swamp
- Swampy soil
- Limestone and clay
- Good supply of underground water
- 3/5ths of state
- Inner and outer coastal plain
- Largest region



h. Evaluate the impact of climate on Georgia's development.

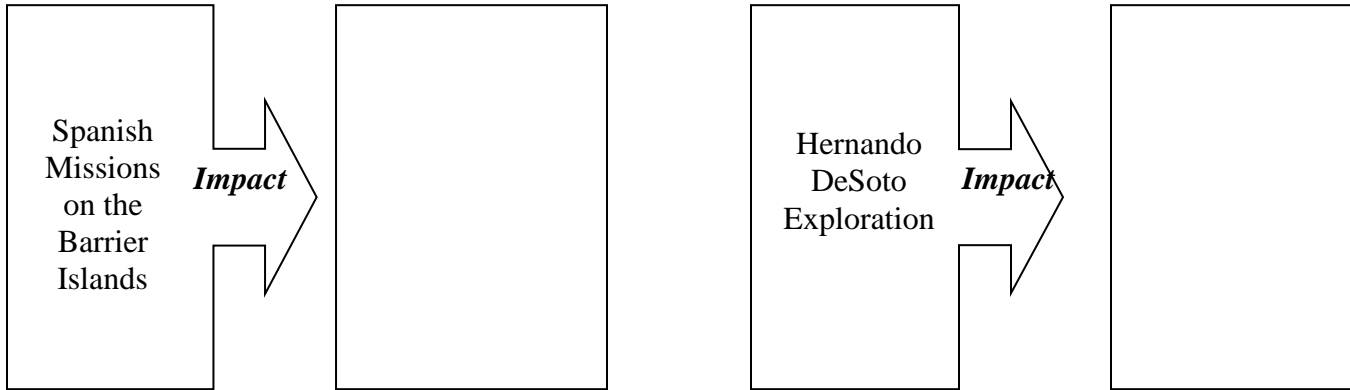
People settle in GA and start businesses in GA due to the climate because of less money spent on bad weather, workers are on time more than northern states with worse weather such as snow. GA has a long growing season for agricultural goods

Name: _____

Exploration and Colonization

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

b. Evaluate the impact of European contact of Native American cultures; include Spanish missions along the barrier islands and the explorations of Hernando DeSoto.



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. Put an X where appropriate.

Reasons for Exploration of SE North America	Spain	England	France
Trade route to Asia			
Wealth			
Control larger empire			
Spread Christianity			
Religious freedom			
Expand knowledge of world			
Natural Resources			

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.

- James Oglethorpe:
- The charter of 1732:

- Reasons for settlement:
 - Charity:*
 - Economics:*
 - Defense:*
- Tomochichi:
- Mary Musgrove:
- City of Savannah:

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

- Salzburgers:
- Highland Scots:
- Malcontents:

- Spanish Threat from Florida:

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

- Proprietary colony (Trustee Colony):
- Royal Colony:
- Land ownership:
- Slavery:
- Royal Governors Chart

Governor’s Name	John Reynolds	Henry Ellis	James Wright
Years as Governor			
Important Things during Term			

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

d. Evaluate the impact of climate on Georgia’s development.

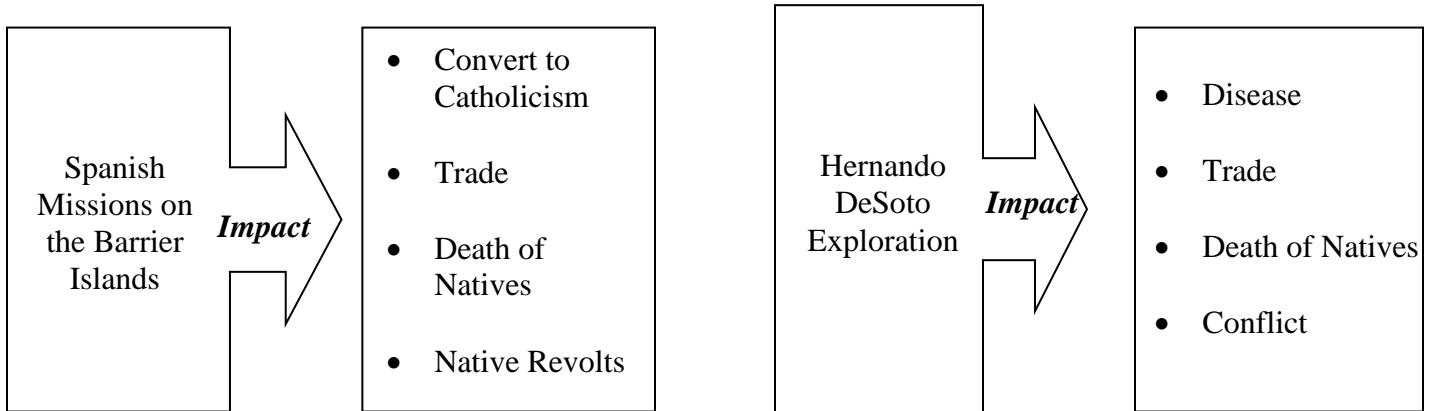
SS8E1: The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.

- Proprietorship:
- Royal Colony:

Key Exploration and Colonization

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

b. Evaluate the impact of European contact of Native American cultures; include Spanish missions along the barrier islands and the explorations of Hernando DeSoto.



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.

Reasons for Exploration of SE North America	Spain	England	France
Trade route to Asia	X	X	X
Wealth	X	X	X
Control larger empire	X	X	X
Spread Christianity	Catholicism	Protestantism	Catholicism
Religious freedom		X	X
Expand knowledge of world	X	X	X
Natural Resources	X	X	X

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

e. 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.

- James Oglethorpe: founder of GA colony
- The charter of 1732: granted by King George II, 21 trustees able to establish and manage GA for 21 years; included all areas between Savannah and Altamaha rivers to the Pacific Ocean; included these rules: no Catholics, blacks, liquor dealers or lawyers, no slavery allowed, no liquor allowed.
- Reasons for settlement:
 - Charity*: set up to be a debtor colony (didn’t end up being one)
 - Economics*: to grow silk, cotton dyes and wine (none of which worked well)
 - Defense*: GA as a buffer state to protect the Carolinas from the French and Spanish
- Tomochichi: Chief of the Yamacraw
- Mary Musgrove: interpreter between Oglethorpe and Tomochichi
- City of Savannah: first city of GA, founded by Oglethorpe, located on Savannah River

f. Evaluate the Trustee Period of Georgia’s colonial history, emphasizing the role of the Salzburger, Highland Scots, malcontents, and the Spanish threat from Florida

- Salzburger: settlers from Austria that spoke German that moved to GA for religious freedom. They were Protestants, established the town of Ebenezer.
- Highland Scots: settlers from Scotland, Protestants, helped save GA at the Battle of Bloody Marsh
- Malcontents: later settlers that were not happy with laws like no slaves, no alcohol and only small land parcel ownership. They had a large part in changing the laws and eventually changing the colony from a Trustee colony to a Royal Colony
- Spanish Threat from Florida: Spain would raid in GA, England didn’t want Spain to take their English colonies, GA was used as a buffer area to protect the Carolinas; battles between GA and the Spanish in St. Augustine did occur like the War of Jenkins Ear and the Battle of Bloody Marsh.

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

- Proprietary colony (Trustee Colony): colony governed by a group of Trustees
- Royal Colony: colony governed directly by the King of England
- Land ownership: larger parcels of land were allowed to be bought and worked
- Slavery: laws changed to allow slavery and it grew rapidly
- Royal Governors Chart

Governor’s Name	John Reynolds	Henry Ellis	James Wright
Years as Governor	1754-1757	1757-1761	1761-1776
Important Things during Term	<ul style="list-style-type: none"> ❖ Introduced bicameral legislature to the GA colony (Governor’s Council and Common’s House), & self-government ❖ French and Indian War ❖ Set up Court of Conscience 	<ul style="list-style-type: none"> ❖ New colonists came to GA with slaves ❖ economic gains to GA; more farms & merchants 	<ul style="list-style-type: none"> ❖ Savannah had defensive palisades ❖ Sunbury port of GA ❖ Economic growth ❖ Larger farms ❖ Better education ❖ GA Gazette started

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

h. Evaluate the impact of climate on Georgia’s development.

Long growing season, climate is pleasant so more people came, the coast allowed transportation of goods and trade

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

- Proprietary Colony: unsuccessful in producing wine, cotton dyes and silk
- Royal colony: rice, indigo

Name: _____

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; include the French and Indian War (i.e., Seven Years War), Proclamation of 1763, Stamp Act, Intolerable Acts, and the Declaration of Independence.**

Long Term Causes:

- French & Indian War:
- Proclamation of 1763:

- Stamp Act:

- Intolerable Acts: a group of four pieces of legislation passed by parliament that included,
 - 1.
 - 2.
 - 3.
 - 4.

Immediate Cause

- Declaration of Independence: document issued by the Second Continental Congress in Philadelphia PA by which the delegates stated their intention to be free of British rule. Signed on July 4, 1776, Lyman Hall, George Walton & Button Gwinnett signed it representing GA. There are three parts: Preamble stated how the colonist felt about democracy, the body listed 27 complaints, and the conclusion declared the colonies to be an independent nation. It made GA prepare for war with Great Britain.



**The American
Revolution**

- b. Analyze the significance of people and events in Georgia on the Revolutionary War; include Loyalists, patriots, Elijah Clarke, Austin Dabney, Nancy Hart, Button Gwinnett, Lyman Hall, George Walton, Battle of Kettle Creek, and siege of Savannah.**

- Loyalists:
- Patriots:
- Elijah Clarke:
- Austin Dabney:
- Nancy Hart:
- Button Gwinnett, Lyman Hall, & George Walton:
- Battle of Kettle Creek:
- Siege of Savannah:

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

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

	Georgia Constitution of 1777	Articles of Confederation
Weaknesses		
Strengths		

- Describe the role of Georgia at the constitutional Convention of 1787; include the role of Abraham Baldwin and William Few, and reasons why Georgia ratified the new constitution.**
- Abraham Baldwin:

- William Few:
- Reasons why GA ratified Constitution:

SS8H5: The student will explain 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.**
- University of GA:
- Louisville:
- Spread of Baptist and Methodist churches:
- b. Evaluate the impact of land policies pursued by Georgia; include the headright system, land lotteries, and the Yazoo land fraud.**
- Headright system:
- Land lotteries:
- Yazoo land fraud:
- c. Explain how technological developments, including the cotton gin and railroads, had an impact on Georgia's growth.**
- Cotton gin:
- Railroads:
- d. Analyze the events that led to the removal of Creeks and Cherokees; include the roles of Alexander McGillivray, Sequoyah, John Ross, Dahlonega Gold Rush, Worcester v. Georgia, Andrew Jackson, John Marshall, and the Trail of Tears.**
- Alexander McGillivray:

- Sequoyah:
- John Ross:
- Dahlonega Gold Rush:
- Worcester v. GA:
- Andrew Jackson:
- John Marshall:
- Trail of Tears:

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

a. Explain the basic structure of the Georgia state constitution.

b. Explain the concepts of separation of powers and checks and balances.

- Separation of powers:
- Checks and Balances:

c. Describe the rights and responsibilities of citizens:

- Rights and Responsibilities:

d. Explain voting requirements and elections in Georgia.

e. Explain the role of political parties in government.

SS8E1: The student will give examples of the kind of goods and services produced in Georgia in different historical periods.

SS8E2: The student will explain the benefits of free trade.

a. Describe how Georgians have engaged in trade in different historical time periods.

Key Statehood

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

- c. Explain the immediate and long-term causes of the American Revolution and their impact on Georgia; include the French and Indian War (i.e., Seven Years War), Proclamation of 1763, Stamp Act, Intolerable Acts, and the Declaration of Independence.**

Long Term Causes:

- French & Indian War: between England & France with Native allies in American colonies, England won
- Proclamation of 1763: document not allowing people to settle west of the Appalachian Mountains & it changed GA's southern boundary to the St. Mary's River
- Stamp Act: a tax to pay for the French and Indian War on newspapers, legal documents and licenses.
- Intolerable Acts: a group of four pieces of legislation passed by parliament that included,
 1. Closed port of Boston
 2. Massachusetts not allowed town meeting without governor permission
 3. British troops who committed a capital crime had to be tried in a British court not a colonial one
 4. Quartering Act

Immediate Cause

- Declaration of Independence: document issued by the Second Continental Congress in Philadelphia PA by which the delegates stated their intention to be free of British rule. Signed on July 4, 1776, Lyman Hall, George Walton & Button Gwinnett signed it representing GA. There are three parts: Preamble stated how the colonist felt about democracy, the body listed 27 complaints, and the conclusion declared the colonies to be an independent nation. It made GA prepare for war with Great Britain.



The American Revolution

- d. Analyze the significance of people and events in Georgia on the Revolutionary War; include Loyalists, patriots, Elijah Clarke, Austin Dabney, Nancy Hart, Button Gwinnett, Lyman Hall, George Walton, Battle of Kettle Creek, and siege of Savannah.**

- Loyalists: colonists who remained loyal to England
- Patriots: colonists who wanted Independence
- Elijah Clarke: defeated the British at the Battle of Kettle Creek
- Austin Dabney: hero at the Battle of Kettle Creek, African American
- Nancy Hart: hero who killed Tories who were in her house during the Revolutionary War
- Button Gwinnett, Lyman Hall, & George Walton: signed the Declaration of Independence for GA
- Battle of Kettle Creek: victory for GA, battle against 800 British; militia took weapons and horses
- Siege of Savannah: failed attack when American & French forces tried to recapture Savannah from British

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

- e. **Analyze the strengths and weaknesses of both the Georgia Constitution of 1777 & the Articles of Confederation & explain how weaknesses in the Articles of Confederation led to a need to revise them.**

	Georgia Constitution of 1777	Articles of Confederation
Weaknesses	No separation of powers, no checks and balances	executive branch did not provide for a President to run the country, no court system, not able to collect taxes so couldn't raise & pay for army, couldn't regulate trade between states, one representative per state, too weak to keep a nation together & work properly
Strengths	set of laws for the land	set of laws for the land

- f. **Describe the role of Georgia at the constitutional Convention of 1787; include the role of Abraham Baldwin and William Few, and reasons why Georgia ratified the new constitution.**

- Abraham Baldwin: helped resolve the large state small state representation crisis
- William Few: served as a representative to the Constitutional Convention
- Reasons why GA ratified Constitution: separation of powers and checks and balances

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

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

- University of GA: federal government donated land to create it, aka Franklin college 1785
- Louisville: named after King Louis XVI, became capital in 1796
- Spread of Baptist and Methodist churches: circuit riders established them, largest denominations in GA in 1850s, Methodist started in GA,

- h. **Evaluate the impact of land policies pursued by Georgia; include the headright system, land lotteries, and the Yazoo land fraud.**

- Headright system: a system of distributing land by which each white male as the “head” of a family had the “right” to receive up to 1,000 acres; impact: increased population & economy
- Land lotteries: replaced headright system, small fee, any white male 21 yrs or older bought a chance on the spin of a wheel to win land, head of households with kids, war veterans & widows got extra chances to win
- Yazoo land fraud: the sale of western land to four land companies after the governor and members of the General Assembly had been bribed; impact: legislators were voted out of office; GA lost land west of the Chattahoochee River and money

- i. **Explain how technological developments, including the cotton gin and railroads, had an impact on Georgia's growth.**

- Cotton gin: separated seeds faster from the cotton, led to more production & sales, increased slavery
- Railroads: helped distribute the cotton and other goods for trade, increased the speed of travel

j. Analyze the events that led to the removal of Creeks and Cherokees; include the roles of Alexander McGillivray, Sequoyah, John Ross, Dahlonega Gold Rush, Worcester v. Georgia, Andrew Jackson, John Marshall, and the Trail of Tears.

- Alexander McGillivray: he is the Creek chief that sold all the land east of the Oconee River to the US government in a treaty; killed by his tribe
- Sequoyah: created the syllabary (the Cherokee alphabet)
- John Ross: wanted the Cherokee protected and the terms of past treaties honored
- Dahlonega Gold Rush: 1st major gold rush in the US 1829
- Worcester v. GA: Supreme Court Case; verdict by John Marshall that the Cherokee could keep their land.
- Andrew Jackson: President of the US; refused to follow Worcester v. GA verdict; made Indian Removal Act
- John Marshall: Supreme Court Justice in the Worcester v. GA case
- Trail of Tears: Cherokees were forced to leave their land and travel to Indian Territory (OK)

SS8CG1: The student will describe the role of citizens under Georgia's constitution.

f. Explain the basic structure of the Georgia state constitution.

- Separation of powers; 3 branches but no equal power; legislature bicameral called GA Assembly they chose the governor and other state officials including the judges, decided how money was raised and spent

g. Explain the concepts of separation of powers and checks and balances.

- Separation of powers: a division of responsibilities for government among the three branches (legislative, executive, judicial)
- Checks and Balances: the system that provides to each branch of government some power that controls or prevents some actions of the other two branches

h. Describe the rights and responsibilities of citizens:

- Rights and Responsibilities: Bill of Rights; use the rights for the good of the country

i. Explain voting requirements and elections in Georgia.

- Must be 18, a citizen of US and resident of GA; popular vote wins; General Assembly 2 yr. term, Governor and Lieutenant Governor 4 yr. term

j. Explain the role of political parties in government.

- Organized group who share common ideals, try influence government policies & decisions by electing members of their party to government office

SS8E1: The student will give examples of the kind of goods and services produced in Georgia in different historical periods.

SS8E2: The student will explain the benefits of free trade.

b. Describe how Georgians have engaged in trade in different historical time periods.

- Cotton trade went up due to more transportation like the RR and no trade restrictions between states.

Name: _____

Civil War-Reconstruction

SS8H6: The student will analyze the impact of the Civil War and Reconstruction on GA.

a. Explain the importance of key issues and events that led to the Civil War; include slavery, states' rights, nullification, Missouri Compromise, Compromise of 1850 and the GA Platform, Kansas-Nebraska Act, Dred Scott case, election of 1860, the debate over secession in GA, and the role of Alexander Stephens.

- Slavery issue:

- States' rights:

- Nullification:

- Missouri Compromise:

- Compromise of 1850 & the GA Platform:

- Kansas-Nebraska Act:

- Dred Scott Case:

- Election of 1860:

- Debate over secession in GA:

- Alexander Stephens:

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

- Battle of Antietam:
- Emancipation Proclamation:
- Battle of Gettysburg:
- Chickamauga:
- Union blockade of GA's Coast:
- Sherman's Atlanta Campaign:
- Sherman's March to the Sea:
- Andersonville:

c. Analyze the impact of Reconstruction on GA and other southern states, emphasizing Freedmen's Bureau; sharecropping and tenant farming; Reconstruction plans; 13th, 14th, and 15th amendments to the constitution; Henry McNeal Turner and black legislators; and the Ku Klux Klan.

- Freedmen's Bureau:
- Sharecropping:
- Tenant farming:
- Reconstruction plans:

Lincoln's Plan (10% Plan)	Johnson's Plan	Congressional Plan
<ul style="list-style-type: none"> • All southerners, except high ranking civil & military leaders, pardoned after allegiance to US • When 10% of the voters in each state took oath of loyalty, the state could form a legal government & rejoin Union • assassination and Radical Republicans stopped plan 	<ul style="list-style-type: none"> • Wealthy land owners & high civil or military positions had to apply directly to President for a pardon everyone else was pardoned • approve 13th Amendment • nullify ordinances of secession • Promised not to repay individuals and institutions that helped finance the Confederacy 	<ul style="list-style-type: none"> • Ratify 14th amendment • Hold constitutional conventions to extend the right to vote to African Americans • Citizens must ratify constitution

- 13th amendment:
- 14th amendment:
- 15th amendment:
- Henry McNeal Turner & black legislators:

- Ku Klux Klan:

SS8E1: The student will give examples of the kinds of goods and services produced in GA in different historical periods.

SS8E2: The student will explain the benefits of free trade.

- a. Describe how Georgians have engaged in trade in different historical time periods.

Key Civil War-Reconstruction

SS8H6: The student will analyze the impact of the Civil War and Reconstruction on GA.

a. Explain the importance of key issues and events that led to the Civil War; include slavery, states' rights, nullification, Missouri Compromise, Compromise of 1850 and the GA Platform, Kansas-Nebraska Act, Dred Scott case, election of 1860, the debate over secession in GA, and the role of Alexander Stephens.

- Slavery issue: no economic growth, tobacco depleted soil, rice only grown on coast, cotton gin made cotton production faster & led to more cotton grown & more slaves
- States' rights: belief that states' interests should take precedence over interests of national government. South wanted it, North didn't
- Nullification: the idea that states had the right to nullify or declare a federal law invalid
- Missouri Compromise: Maine entered Union as free state, Missouri entered as slave state, slavery was prohibited north of the southern border of Missouri
- Compromise of 1850 & the GA Platform: CA into Union as free state, slave trade ends in DC, NM & UT popular sovereignty, DC kept slaves they had, GA supports Compromise of 1850 if North supports Fugitive Slave Act & stop trying to ban slavery in new territories, helped keep south from secession
- Kansas-Nebraska Act: legislation that created the territories of Kansas & Nebraska & contained a clause on popular sovereignty that negated the Compromise of 1850
- Dred Scott Case: 1857 Supreme Court Case stated Scott couldn't file a lawsuit because he was not a citizen & it stated slaves were considered property & Congress didn't have power to outlaw slavery in any territory which meant that the Missouri Compromise was unconstitutional
- Election of 1860: Lincoln republican, wanted to stop spread of slavery, supported protective tariff, planned to give free western land to settlers, build transcontinental RR with one end in North; Lincoln won but with none of the southern states support; won due to electoral college not popular vote; led to secession of SC
- Debate over secession in GA: special convention held Jan. 16, 1861, secession ordinance issued & GA eventually joined the Confederacy
- Alexander Stephens: first wanted GA to stay loyal to Union but became the Vice President of Confederacy

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

- Battle of Antietam: Maryland 1862, 23,000 casualties, North won, led to Emancipation Proclamation
- Emancipation Proclamation: freed the slaves in the rebelling states, changed the goal of the war
- Gettysburg: Battle in Pennsylvania, turning point of the war, 50,000 dead or wounded total, Union Victory
- Chickamauga: biggest battle in GA, Confederate Victory, slowed invasion of ATL for a year
- Union blockade of GA's Coast: 74 ironclads stopped trade, blockade runners slipped through the blockades
- Sherman's Atlanta Campaign: Union General Sherman fought many battles on the way to ATL, Union won all but Kennesaw Mtn., Union won, Hood left ATL after citizens evacuated; Sherman took it & set it on fire
- Sherman's March to the Sea: Atlanta to Savannah burning everything 60 miles wide for 300 miles, destroyed all military targets, farms, homes, towns, railroads, bridges & roads, divided Confederacy cutting off supply lines, he sold the cotton that was stuck in Savannah for \$100 million
- Andersonville: POW camp in GA, horrible conditions, overcrowded, 13,000 died there, Captain Wirz executed for excessive cruelty, now a national cemetery

c. Analyze the impact of Reconstruction on GA and other southern states, emphasizing Freedmen’s Bureau; sharecropping and tenant farming; Reconstruction plans; 13th, 14th, and 15th amendments to the constitution; Henry McNeal Turner and black legislators; and the Ku Klux Klan.

- Freedmen’s Bureau: helped prior slaves, poor whites, gave them clothing, food & education
- Sharecropping: landowners let workers use land, house, tools, animals, seed & fertilizer workers gave owner a share of harvest
- Tenant farming: workers owned some equipment, animals; bought seed & fertilizer
- Reconstruction plans: to rebuild the South and restore the southern states to the Union

Lincoln’s Plan (10% Plan)	Johnson’s Plan	Congressional Plan
<ul style="list-style-type: none"> • All southerners, except high ranking civil & military leaders, pardoned after allegiance to US • When 10% of the voters in each state took oath of loyalty, the state could form a legal government & rejoin Union • assassination stopped plan 	<ul style="list-style-type: none"> • Wealthy land owners & high civil or military positions had to apply directly to President for a pardon • approve 13th Amendment • nullify ordinances of secession • Promised not to repay individuals and institutions that helped finance the Confederacy 	<ul style="list-style-type: none"> • Ratify 14th amendment • Hold constitutional conventions to extend the right to vote to African Americans • Citizens must ratify constitution

- 13th amendment: abolition of slavery
- 14th amendment: equal protection of the law
- 15th amendment: right to vote for all men
- Henry McNeal Turner & black legislators: African American elected to the GA Assembly were expelled from office because constitution didn’t grant right to hold office, only to vote, eventually gain seats back
- Ku Klux Klan: terrorist organization that tried to bring back and maintain white supremacy

SS8E1: The student will give examples of the kinds of goods and services produced in GA in different historical periods.

SS8E2: The student will explain the benefits of free trade.

b. Describe how Georgians have engaged in trade in different historical time periods.

Began more industrialization and less agriculture, used the overproduction of cotton to create textiles and trade throughout the country

Name: _____

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, the International Cotton Exposition, Tom Watson & the Populists, Rebecca Latimer Felton, the 1906 Atlanta Riot, the Leo Frank Case, and the county unit system had on Georgia during this period.

- Bourbon Triumvirate:

- Henry Grady:

- International Cotton Exposition:

- Tom Watson & the Populists:

- Rebecca Latimer Felton:

- 1906 Atlanta Riot:

- Leo Frank Case:

- County Unit System:

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

- Jim Crow laws:

- *Plessy v. Ferguson*:

- Disenfranchisement:

- racial violence:

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

- Booker T. Washington: Plan:
- W. E. B. DuBois:
- John & Lugenia Burns Hope:

- Alonzo Herndon:

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

- Reasons for WWI:
 - long term causes
 - Short term cause:
 - Causes for the US to get involved:
- GA's Contributions to WWI:

SSG3The student will explain how the Interstate Highway System, Hartsfield-Jackson International Airport, and Georgia's deepwater ports help drive the state's economy.

a. Explain how the three transportation systems interact to provide domestic and international goods to the people of Georgia.

b. Explain how the three transportation systems interact to provide producers and service providers in Georgia with national and international markets.

c. Explain how the three transportation systems provide jobs for Georgians.

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.

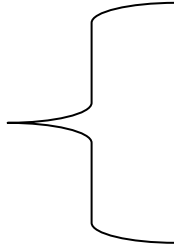
- Profit:

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

- Risks:

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

- Coca-Cola:
- Delta Airlines:
- Georgia-Pacific:
- Home Depot:



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, the International Cotton Exposition, Tom Watson & the Populists, Rebecca Latimer Felton, the 1906 Atlanta Riot, the Leo Frank Case, and the county unit system had on Georgia during this period.

- Bourbon Triumvirate: white supremacist governors (Brown, Colquitt, & Gordon), encouraged business & industry, economy recovered, increased production of goods, cotton textile industry flourished, lowered taxes, reduced war debts, pro-convict lease system which they gained a lot of personal money from
- Henry Grady: journalist, “salesman of the South”, encouraged North to invest in “New South”
- International Cotton Exposition: showed natural resources, technology & business in south so North invests
- Tom Watson & the Populists: worked to help the farmers, Rural Delivery Bill
- Rebecca Latimer Felton: helped end convict lease system, equal rights, temperance movement
- 1906 Atlanta Riot: Tom Watson, Hoke Smith & newspapers blamed, newspaper carried false reports of black assaults, resulted in crowd over 5,000 Whites & African Americans by 9pm. The Whites were armed & attacked, lasted 2 days, martial law declared, 18 AA, 3 Whites killed, 100’s injured, property destroyed
- Leo Frank Case: Frank was Superintendent of National Pencil Company factory, charged with murder of 14 year old girl employee, only testimony of AA janitor & little evidence, governor Slaton changed sentence from death to life in prison, Watson called people to take matters into their own hands, 25 armed men walked into the jail & took Frank from prison & lynched him in Marietta
- County Unit System: rural counties with low population had equal or more power than urban counties; ended 1962 unconstitutional

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

- Jim Crow laws: laws that separated races in public places in the South; rules of social conduct between races
- *Plessy v. Ferguson*: supreme court case; verdict: separation of the races is legal as long as it is equal; increased segregation
- Disenfranchisement: taking away the right to vote (literacy tests, poll taxes, grandfather clause)
- racial violence: riots, lynching, intimidation, burning down homes, businesses and churches

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

- Booker T. Washington: Plan: learn trade, earn money, power to get social equality would come.
- W. E. B. DuBois: wanted social & political integration now, higher education for 10% of AA population
- John & Lugenia Burns Hope: wanted social equality, restored peace during 1906 ATL race riot; organized Neighborhood Union: offered vocational classes for children, health center & clubs for children, aid for needy families & pressured city leaders to improve roads, lighting & sanitation in AA neighborhoods of ATL
- Alonzo Herndon: former slave became sharecropper, then barber & served Whites, bought office buildings & houses for renting & Atlanta Mutual Insurance Co. aka Atlanta Life Insurance Co, worth \$200 million

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

- Reasons for WWI: long term causes (MAIN) militarism, alliances, imperialism, and nationalism. Short term cause: the assassination of Arch Duke Franz Ferdinand; Causes for the US to get involved: sinking of Lusitania and Zimmerman Telegraph
- GA's Contributions to WWI: troops, Camp Benning, Fort McPherson and Fort Gordon trained soldiers, farms grew food, sewing circles, bought war bonds to fund war, red cross, victory gardens

SSG3 The student will explain how the Interstate Highway System, Hartsfield-Jackson International Airport, and Georgia's deepwater ports help drive the state's economy.

a. Explain how the three transportation systems interact to provide domestic and international goods to the people of Georgia.

Airport and deepwater ports import and export goods internationally, the highway system can take goods from ports and airports to markets in the US or to the airport and deepwater ports for exporting

b. Explain how the three transportation systems interact to provide producers and service providers in Georgia with national and international markets.

Businesses like GA because of the ease of transportation that helps trade their product to national and international markets by Airport and deepwater ports importing and exporting goods internationally, the highway system can take goods from ports and airports to markets in the US or to the airport and deepwater ports for exporting

c. Explain how the three transportation systems provide jobs for Georgians.

Airport: pilots, technicians, baggage, customs, teller, security, construction

Highway: construction and maintenance

Deepwater ports: construction, captains, crews, customs, security

Increases interests of business due to ease of trade

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.

- Profit: money that is left after all bills have been paid; entrepreneurs want to make money so they work harder and smarter to become successful

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

- Risks: will have to pay back all loans granted, could fail, bankruptcy is possibility

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

- Coca-Cola:
 - Delta Airlines:
 - Georgia-Pacific:
 - Home Depot:
- Provide jobs, increased the economy of GA, provide goods and services for the state, population increase, increase tourism (Coca-Cola and Delta), travel and trade easy (Delta)

Name: _____

The 20th Century

SS8H8: The student will analyze the important events that occurred after WWI and their impact on GA.

a. Describe the impact of the boll weevil and drought on GA.

- Boll weevil:
- Drought:

b. Explain economic factors that resulted in the Great Depression.

- Protective Tariffs:
- Bad loans:
- Overproduction:
- Speculation:
- Bank failures:
- Laissez-faire economics:

c. Discuss the impact of the political career of Eugene Talmadge.

- Eugene Talmadge:

d. Discuss the effect of the New Deal in terms of the impact of the Civilian Conservation Corps, Agricultural Adjustment Act, rural electrification, and Social Security.

- CCC:

- AAA:

- REA:

- SSA:

SS8H9: The student will describe the impact of WWII on GA's development economically, socially, & politically.

a. Describe the impact of events leading up to American involvement in WWII; include Lend-Lease and the bombing of Pearl Harbor

- Lend-Lease:

- Pearl Harbor:

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

- Bell Aircraft:

- Military Bases:

- Savannah and Brunswick shipyards:

- Richard Russell Jr:

- Carl Vinson:

c. Explain the impact of the Holocaust on Georgians.

d. Discuss the ties to Georgia that President Roosevelt had and his impact on the state.

SS8E1: The student will give examples of the kinds of goods and services produced in GA in different historical periods.

Key The 20th Century

SS8H8: The student will analyze the important events that occurred after WWI and their impact on GA.

e. Describe the impact of the boll weevil and drought on GA.

- Boll weevil: cotton crops destroyed, production decreased, farmers lost \$, economy down, unemployment up
- Drought: slowed boll weevil, farm workers left GA, farms were lost, banks failed because they lent \$ to farmers who couldn't pay it back, GA in a depression, Great Migration of AA

f. Explain economic factors that resulted in the Great Depression.

- Protective Tariffs: high taxes on goods coming into the country
- Bad loans: banks made loans to people who couldn't pay them back
- Overproduction: industry made too much of a good, caused price to fall due to laws of supply & demand
- Speculation: when someone invests in a risky venture in the hope of making a large profit
- Bank failures: banks close because they lent more than they could cover
- Laissez-faire economics: the idea that government should play as small a role as possible in economic affairs

g. Discuss the impact of the political career of Eugene Talmadge.

- Eugene Talmadge: White supremacist governor, against: federal government intervention, government debts, relief efforts, public welfare & federal assistance programs; used New Deal funds for building highways not jobs; reduced property taxes, utility rates, and some license fees; refused to follow federal New Deal regulations so the federal government took over New Deal programs in GA; declared martial law in 1934 to arrest strikers from the state's worst textile strike

h. Discuss the effect of the New Deal in terms of the impact of the Civilian Conservation Corps, Agricultural Adjustment Act, rural electrification, and Social Security.

- CCC: provided jobs for young single men building forest trails and roads, planting trees to reforest the land and control flooding, and building parks.
- AAA: the government paid farmers not to grow certain crops. The hope was to have smaller harvests and increase profits through the laws of supply and demand. It also paid farmers to plow surplus crops under the soil and to destroy surplus cows and pigs.
- REA: a result of President Roosevelt's first night at Warm Springs, GA. It was loans to farmer's cooperatives to help them extend their own power lines and buy power wholesale. The effects: by 1940, a high percentage of farmers had electricity which allowed them to use electric water pumps, lights, milking machines and other appliances that made life easier.
- SSA: a system for retirement and unemployment insurance

SS8H9: The student will describe the impact of WWII on GA's development economically, socially, & politically.

e. Describe the impact of events leading up to American involvement in WWII; include Lend-Lease and the bombing of Pearl Harbor

- Lend-Lease: allowed the US to lend arms to Britain and eventually the Soviets
- Pearl Harbor: Japan attacked the US at Pearl Harbor, HI, it led to the US entering WWII

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

- Bell Aircraft: Increased economy, jobs and helped the war effort by building B-29 bombers for Air Force
- Military Bases: Fort Benning, Camp Gordon, Fort Stewart and Hunter Air Field, Warner Robins Air Field, Glynco Naval Air Station, Fort McPherson, Fort Gillem; increased the economy by bringing money to the state as well as protection.
- Savannah and Brunswick shipyards: built Liberty ships for navy, jobs, increased economy
- Richard Russell Jr: governor, combined 102 state offices into 17 agencies, combined the boards of trustees of state colleges and universities into one governing group known as the Board of Regents of the University System of GA, some colleges were closed or combined, US Senate and served for 38 years, favored national military preparedness and states' rights, Advisor to six Presidents, president pro tempore of the Senate
- Carl Vinson: Member of the U.S. House of Representatives (congressman), **on** House Naval Affairs Committee Chairman for 16 years, expanded the naval aviation system to 10,000 planes, trained 16,000 pilots, and established 20 air bases, the second one eased labor restrictions the shipbuilding industry and allowed faster construction of navy ships, awarded Presidential Medal of Freedom

g. Explain the impact of the Holocaust on Georgians.

- Some holocaust survivors relocated to GA

h. Discuss the ties to Georgia that President Roosevelt had and his impact on the state.

- Cottage at Warm Springs, GA led to the REA and he died at the Little White House and it is now a tourist attraction

SS8E1: The student will give examples of the kinds of goods and services produced in GA in different historical periods.

- Airplanes and ships

Name: _____

Post WWII GA

SS8H10 The student will evaluate key post-World War II developments of GA from 1945-1970

a. Analyze the impact of the transformation of agriculture on GA's growth.

	Definition or description	Impact on GA's farms	Impact on other areas of the state
G. I. Bill			
Industry and manufacturing after WWII			
Aviation			
Synthetic fabrics			
Pine Forests			
Changes in farms themselves			

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

- William Hartsfield:

- Ivan Allen Jr.:

- Major League Sports:

c. Discuss the impact of Ellis Arnall

- Ellis Arnall:

SS8E2 The student will explain the benefits of free trade.

a. Explain GA's role in world trade today.

Post WWII GA Key

SS8H10 The student will evaluate key post-World War II developments of GA from 1945-1970

d. Analyze the impact of the transformation of agriculture on GA’s growth.

	Definition or description	Impact on GA’s farms	Impact on other areas of the state
G. I. Bill	Legislation passed by Congress in 1944 that made low-cost loans to veterans and gave returning soldiers the opportunity for a college education	Veterans left the farms and went to college and after they received their degree took jobs in industry and worked in urban centers	Increase in population in urban centers (cities)
Industry and manufacturing after WWII	Businesses moved into GA due to climate and the fact that it was a non-union state	People left the farms to make more money in factories	Increase in population in urban centers
Aviation	The building of airplanes	By the end of the 1950’s it was the state’s largest employer. People left the farms to make more money in factories	Increase in population in urban centers
Synthetic fabrics	Made from a fiber that is improved by man; not occurring naturally	Less cotton was needed, less cotton was grown	Textile mills closed, carpet industry skyrocketed
Pine Forests	Wooded areas with pine trees	Increased pulp and paper industry	People left the farms and went to work in mills in the cities
Changes in farms themselves	Pieces of land that grow food or other natural resources; technology such as disease resistant plants, and machines	Increased production and decreased man power	People left the farms and went to work in the cities

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

- William Hartsfield: helped establish Atlanta’s first airport as a council member then as mayor of Atlanta got city out of debt, new budget system kept Atlanta out of debt, , built an expressway system and city parks, built a biracial coalition, integrated schools in 1961 peacefully; tripled the size of Atlanta and made it more appealing to people and business
- Ivan Allen Jr.: desegregated city hall, authorized black policeman the ability to arrest whites, hired first black fireman, testified for the Civil Rights Act of 1964, constructed Atlanta-Fulton County Stadium and brought the Braves to GA 1965, established Atlanta Falcons 1966, established Hawks 1968, 55 new Atlanta buildings, 22,000 new jobs a year, memorial Arts Center, Atlanta Civic Center, established Interstate 285 and the downtown connector, helped arrange MLK Jr. funeral.

- Major League Sports: Braves, Flacons, Hawks: increases economy, jobs and tourism as well as appeal of city (leisure activities)

f. Discuss the impact of Ellis Arnall

- Ellis Arnall: reformed state penal system, repealed poll tax, lowered voting age, revised state constitution, established teachers' retirement system, paid off state debt, reduced power of governor by creating 8 constitutional boards, fought discriminatory railroad freight rates which affected the region's industrial development, restored accreditation to GA's colleges and Universities

SS8E2 The student will explain the benefits of free trade.

- b. Explain GA's role in world trade today.** Exports goods like Coca-Cola and Georgia Pacific Paper and imports goods from around the world

Civil Rights

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

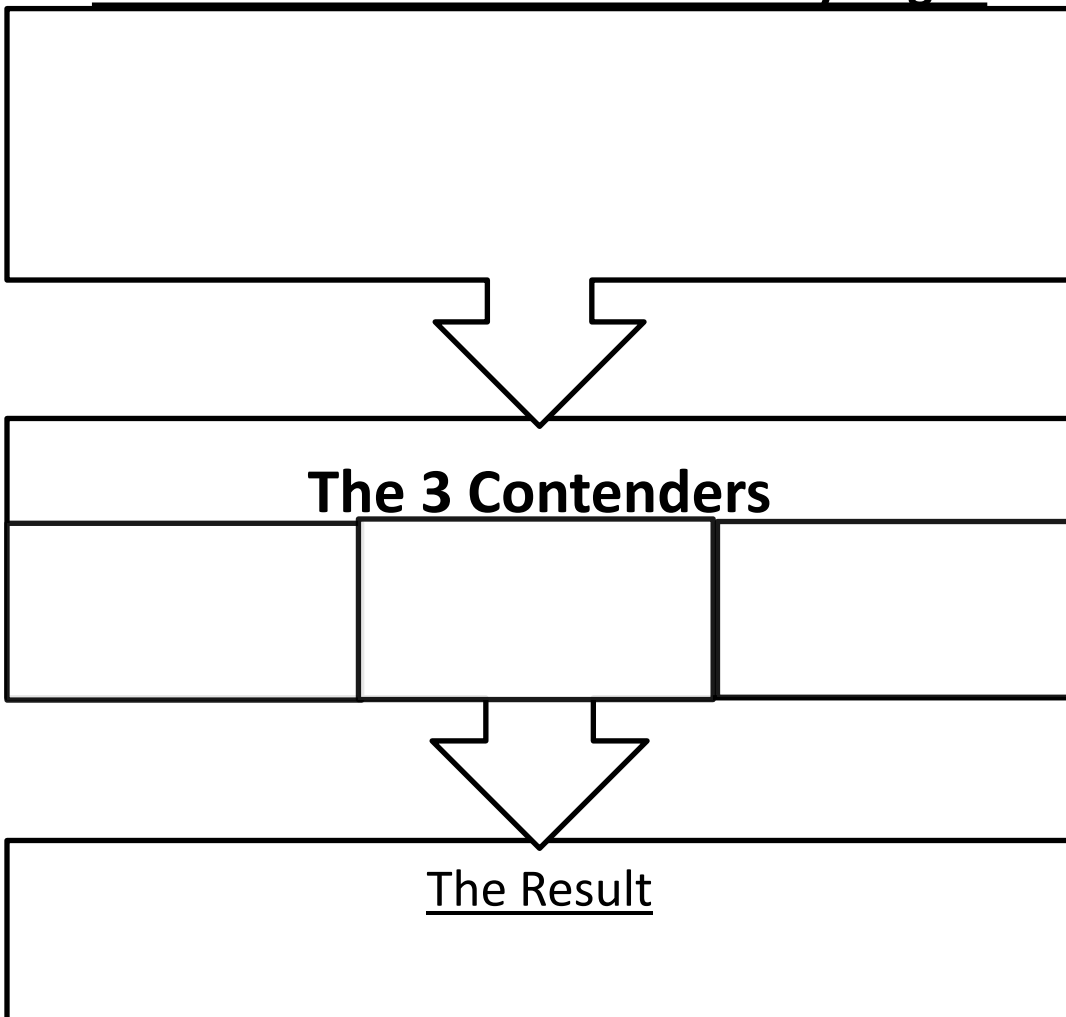
- a. Describe major developments in civil rights and GA's role during the 1940s and 1950s; include the roles of Herman Talmadge, Benjamin Mays, the 1946 governor's race and the end of the white primary, *Brown v. Board of Education*, Martin Luther King, Jr., and the 1956 state flag.

- Herman Talmadge:

- Benjamin Mays:

- 1946 Governor's race and the end of the white primary:

How the 3 Governors Controversy Began



- Brown v. Board of Education:
- Martin Luther King Jr.:

- 1956 state flag:

b. Analyze the role GA and prominent Georgians played in the Civil Rights Movement of the 1960s and 1970s; include such events as the founding of the Student Non-Violent Coordinating committee (SNCC), Sibley Commission, admission of Hamilton Holmes and Charlayne Hunter to the University of GA, Albany Movement, March on Washington, Civil Rights Act, the election of Maynard Jackson as mayor of Atlanta, and the role of Lester Maddox

- Student Non-Violent Coordinating Committee (SNCC):

- Sibley Commission:

- Hamilton Holmes and Charlayne Hunter:

- Albany Movement:

- March on Washington:

- Civil Rights Act:

- Maynard Jackson:

- Lester Maddox:

c. Discuss the impact of Andrew Young on GA

- Andrew Young:

Civil Rights

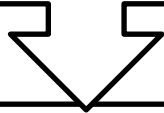
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d. Describe major developments in civil rights and GA's role during the 1940s and 1950s; include the roles of Herman Talmadge, Benjamin Mays, the 1946 governor's race and the end of the white primary, *Brown v. Board of Education*, Martin Luther King, Jr., and the 1956 state flag.

- Herman Talmadge: as Senator he sponsored a bill for food stamps for two reasons (helped poor, ensure markets for farmers), forced able-bodied recipients to work for their benefits, price control for agricultural goods, rural development: provided grants and loans to rural areas for improvement of infrastructure like industrial parks, water and sewage systems
- Benjamin Mays: President of Morehouse College, mentor to MLK Jr. started when he taught him at Morehouse, spoke against segregation before the Civil Rights Movement, involved in NAACP, YMCA and many other organizations, member of the board of education for Atlanta
- 1946 Governor's race and the end of the white primary: the white primary disfranchised African Americans by not allowing them to vote in the primary elections this ended in 1946 and they were then allowed to vote in the primary elections

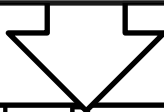
How the 3 Governors Controversy Began

*Ellis Arnall was the governor before the election
*Eugene Talmadge ran, again, unopposed but in very bad health
*Eugene Talmadge was elected governor and Melvin Thompson as lieutenant governor
*Eugene Talmadge died before he took office



The 3 Contenders

Ellis Arnall refused to leave office until the controversy was worked out	Georgia General Assembly chose Eugene Talmadge's son, Herman Talmadge , as governor	Melvin Thompson thought he should be governor because he was next in line
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The Result

The GA Supreme Court ruled that Melvin Thompson was the rightful governor until a special election was done

- Brown v. Board of Education: 1954 Supreme Court called for desegregation of schools
- Martin Luther King Jr.: Minister, used Civil Disobedience: peaceful protests and had a four pronged approach to gaining equal rights: direct, nonviolent actions, legal remedies, ballots, and economic boycotts; led the Montgomery Bus Boycott, he was assassinated

- 1956 state flag: controversy over differing views: Confederate emblem represents racism or emblem represents heritage?

e. Analyze the role GA and prominent Georgians played in the Civil Rights Movement of the 1960s and 1970s; include such events as the founding of the Student Non-Violent Coordinating committee (SNCC), Sibley Commission, admission of Hamilton Holmes and Charlayne Hunter to the University of GA, Albany Movement, March on Washington, Civil Rights Act, the election of Maynard Jackson as mayor of Atlanta, and the role of Lester Maddox

- Student Non-Violent Coordinating Committee (SNCC): Created by students who wanted to participate in the Civil Rights Movement by having sit-ins and protests
- Sibley Commission: organization created surveys to test the public on integration and found that many white Georgians would rather close schools than integrate
- Hamilton Holmes and Charlayne Hunter: First two African Americans to be admitted to the University of GA
- Albany Movement: African American Action groups coordinated mass rallies & demonstrations to protest the arrests of African American that were trying to integrate the city's bus & train terminals; failure led to success in bus boycott in AL
- March on Washington: 250,000 African Americans gathered for jobs and Freedom. MLK Jr.'s famous speech "I Have a Dream" took place.
- Civil Rights Act: Called for the integration of all public places
- Maynard Jackson: 1st African American to serve as mayor of a major southern city, affirmative action programs gave minority businesses more government contracts, helped bring the 1996 Olympic Games to Atlanta, built massive new terminal at Hartsfield Atlanta International Airport, ahead of schedule and under budget, transformed police department to decrease the mistreatment of African Americans and help blacks rise in the ranks, an abandoned hotel was seized by homeless protesters so he promised 3,500 new housing units for the poor and defused the situation in 2 weeks
- Lester Maddox: in personal life he disagreed with desegregation, actually threw out 3 African Americans and challenged the Civil Rights Act of 1964 and ended up closing his restaurant instead of desegregating it; as governor of GA he backed prison reform, appointed more African Americans to government positions, the 1st African American officer in the GA state patrol and the 1st African American to the state Board of Corrections, increased funding for the University System of GA, refused to lower flags at state facilities to ½ mast when MLK Jr. died

f. Discuss the impact of Andrew Young on GA

- Andrew Young: worked closely with MLK Jr. in the SCLC: teaching nonviolent organizing strategies and registered 1,000s of voters in the South, First African American since Reconstruction to win a seat in Congress (House of Representatives), worked to help poor, against increases in military budgets, named ambassador to the UN by President Carter,

refocused American policy to center on human rights and economic development of the 3rd world and also served as mayor of Atlanta and helped secure bid for 1996 Olympics

Modern Georgia

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

a. Evaluate the consequences of the end of the county unit system and reapportionment.

- County unit system:

- Reapportionment:

b. Describe the role of Jimmy Carter in GA as state senator, governor, president, and past president.

- Jimmy Carter:

Senator	Governor	President

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c. Analyze the impact of the rise of the two-party system in GA.

- Two-party system:

d. Evaluate the effect of the 1996 Olympic Games on GA.

- 1996 Olympic Games:

e. Evaluate the importance of new immigrant communities to the growth and economy of GA

- Immigration:

Who	Why did they come?	How has it affected GA?

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Modern Georgia

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

f. Evaluate the consequences of the end of the county unit system and reapportionment.

- County unit system: started 1917 designed to keep power in the rural areas of the state and not the most populated areas, 1962 GA federal court ruled it unconstitutional because it violated the 14th Amendment and the idea of one-person, one-vote was accepted
- Reapportionment: one-person, one vote: every citizen’s vote should be equal to every other citizen’s vote no matter where they live. Effects: political power shifted from the rural areas to the urban areas, African Americans had an equal opportunity to elect legislative representatives, legislative districts were redrawn based on population,

g. Describe the role of Jimmy Carter in GA as state senator, governor, president, and past president.

- Jimmy Carter: Peanut farmer from Plains, GA

Senator	Governor	President
<ul style="list-style-type: none"> • 1962-1970 • Education: reorganizing and consolidating schools 	<ul style="list-style-type: none"> • Reorganized the state government for efficiency • Budget reform: each year each department and agency had to justify every dollar they requested • Education reform: vocational education, reduce class sizes, equalize funding among districts, preschool • criminal Justice System: unified court system, merit system for selection of judges, constitutional method of regulating judicial conduct, penal reform • New Mental health Programs • Equal Opportunities for minorities & women: appointed more than anyone before 	<ul style="list-style-type: none"> • problems: high energy costs (OPEC), high interest rates, high inflation led to a recession • created departments of Energy and Education, • Deregulated trucking and airline industries • doubled the conserved land in Alaska • appointed a record number of women and minorities to federal offices • International affairs: 1979 militants took over the US Embassy in Iran and held 52 Americans hostage for 444 days, Soviet Union also invaded Afghanistan.

h. Analyze the impact of the rise of the two-party system in GA.

- Two-party system: due to more diverse voting, a two party system developed in Ga. It had been dominated by Democrats but the Republican party began competing for political positions

i. Evaluate the effect of the 1996 Olympic Games on GA.

- 1996 Olympic Games: bombing in centennial park (negative) economic growth through construction and tourism (positive)

j. Evaluate the importance of new immigrant communities to the growth and economy of GA

- **Immigration;**

Who	Why did they come?	How has it affected GA?
Hispanic is the largest immigrant group in GA	<ul style="list-style-type: none"> • 1960s Jobs in construction and farming • 1980s-modern industries like Gainesville Poultry, Dalton Carpet and Atlanta construction encouraged immigration for needed labor • 1996 Olympics brought jobs and immigrants filled them • new immigration laws and deportations have decreased the influx of immigrants 	<ul style="list-style-type: none"> • 1980s families began to settled • Settled in suburbs: urban sprawl brought construction jobs out of ATL • KKK tried to intimidate immigrants and ethnic tension occurred mostly due to fear of the unknown and ignorance • Hispanic Chamber of Commerce created • Hispanic businesses sprung up; provide jobs, increase tax revenue • Successful immigrant families are now in middle and high class neighborhoods • Schools added ELL teachers and Dalton created GA Program where Spanish speaking teachers came and their teachers went to Mexico to learn • undocumented workers are exploited in jobs where pay and benefit are low but risks are high • increasing diversity which makes a culture more rich with music, food, traditions, and language and recreational activities • spend money on food, clothing, entertainment; increases economy • deportations have torn families apart because many children are US citizens

Name: _____

State and Local Government

SS8CG2 The student will analyze the role of the legislative branch in GA state government.

- a. Explain the qualifications, term, election, and duties of members of the General Assembly
- b. Describe the organization of the General Assembly, with emphasis on leadership and the committee system.
- c. Trace the steps in the legislative process for a bill to become a law in GA.

SS8CG3 The student will analyze the role of the executive branch in GA state government.

- a. Explain the qualifications, term, election, and duties of the governor and lieutenant governor
- b. Describe the organization of the executive branch, with emphasis on major policy areas of state programs

SS8CG4 the student will analyze the role of the judicial branch in GA state government.

- a. Explain the structure of the court system in GA, to include trial and appellate procedures, and how judges are selected.
- b. Explain the difference between criminal law and civil law: Civil law is disputes between two or more persons or groups and criminal law involves violations of the laws

State Government Chart

	Legislative	Executive	Judicial
Name			
Organized/ Structure			
Qualification			
Term			
Election/ Selected			
Duties			

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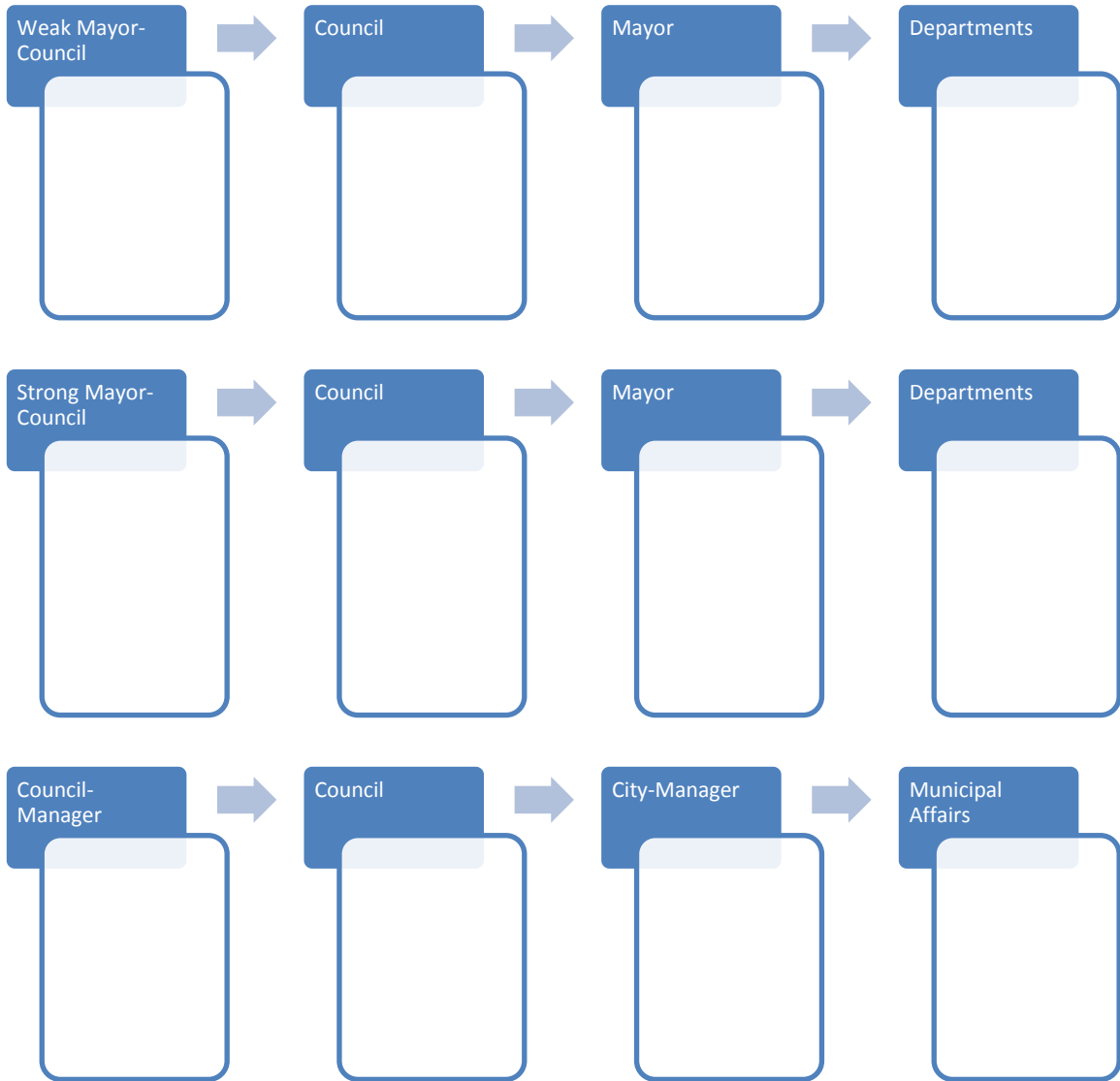
SS8CG5: The student will analyze the role of local governments in the state of GA

a. Explain the origins, functions, purposes, and differences of county and city governments in GA

	County Government	Both County and City	City Government
Origins			
Functions			
Purposes			

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b. Compare and contrast the weak mayor-council, the strong mayor-council, and the council-manager forms of city government.



c. Describe the functions of special purpose governments

SS8E4: the student will identify revenue sources and services provided by the state and local governments.

a. Trace sources of state revenue such as sales taxes, federal grants, personal income taxes, and property taxes.

- Sales taxes:
- Federal grants:
- Personal income taxes:
- Property Taxes:

b. Explain the distribution of state revenue to provide services:

c. Evaluate how choices are made given the limited revenues of state and local governments:

State and Local Government Key

SS8CG2 The student will analyze the role of the legislative branch in GA state government.

- d. Explain the qualifications, term, election, and duties of members of the General Assembly**
- e. Describe the organization of the General Assembly, with emphasis on leadership and the committee system.**
- f. Trace the steps in the legislative process for a bill to become a law in GA.**

SS8CG3 The student will analyze the role of the executive branch in GA state government.

- c. Explain the qualifications, term, election, and duties of the governor and lieutenant governor**
- d. Describe the organization of the executive branch, with emphasis on major policy areas of state programs**

SS8CG4 the student will analyze the role of the judicial branch in GA state government.

- c. Explain the structure of the court system in GA, to include trial and appellate procedures, and how judges are selected.**
- d. Explain the difference between criminal law and civil law: Civil law is disputes between two or more persons or groups and criminal law involves violations of the law**

State Government Chart

	Legislative	Executive	Judicial
Name	GA General Assembly	Governor	Court System
Organized/ Structure	<p>Bicameral: Senate & House of Representatives</p> <p>Leadership: Lieutenant Gov. head of Senate; Speaker head of House of Reps.</p> <p>Committee System: how members are organized; standing committees (permanent) others are need based</p>	<p>a. Governor</p> <p>b. Lieutenant governor</p> <p>c. Commissioners</p>	<p>Trial: (superior, state, juvenile, probate, magistrate courts)</p> <p>Appellate: -Supreme Court -Court of Appeals</p>
Qualification	<ul style="list-style-type: none"> -age 25 Senate; 21 House - US citizen - GA citizen (2 years) -legal resident of elected district (1 year) 	<ul style="list-style-type: none"> - 30 yrs. old - Citizen of US for 15 yrs. - Resident of GA for 6 yrs. 	
Term	<p>2 yrs.</p> <p>No term limit</p>	<p>-4 years; 2 consecutive terms</p> <p>-Lieutenant Gov. no term limit</p>	6 yrs.
Election/ Selected	popular vote	popular vote	<ul style="list-style-type: none"> - popular vote - appoint by governor
Duties	<ul style="list-style-type: none"> -in session 40 days/year -redraw voting districts every 10 years -create bill & pass or veto <p>Bills:</p> <ol style="list-style-type: none"> 1. A bill is created 2. it's viewed by committee 3. the house votes and if it passes 4. it goes to the Senate and if it passes 5. it goes to the governor and either becomes a law or is vetoed. 	<p style="text-align: center;">Governor</p> <ul style="list-style-type: none"> -appoint state officials -Oversee the enforcement of laws -Sign bills into law or veto -Call special sessions of legislature -Pardon convicts -Appoint state justices -appoints members of following boards (major policy areas of state programs): education, human resources, public safety, transportation, economic development, & natural resources <p style="text-align: center;">Lieutenant Governor</p> <ul style="list-style-type: none"> -Head of senate -appoints senate committee members, assigns bills to committees -recognizes members of senate who wish to speak 	<p>Trial: hear original cases, criminal and civil</p> <p>Appellate Court:</p> <ul style="list-style-type: none"> - review appeal cases - interpret state constitution -review all GA death penalty cases -outlines code of judicial conduct for judges -regulates admission of attorneys to practice law in GA

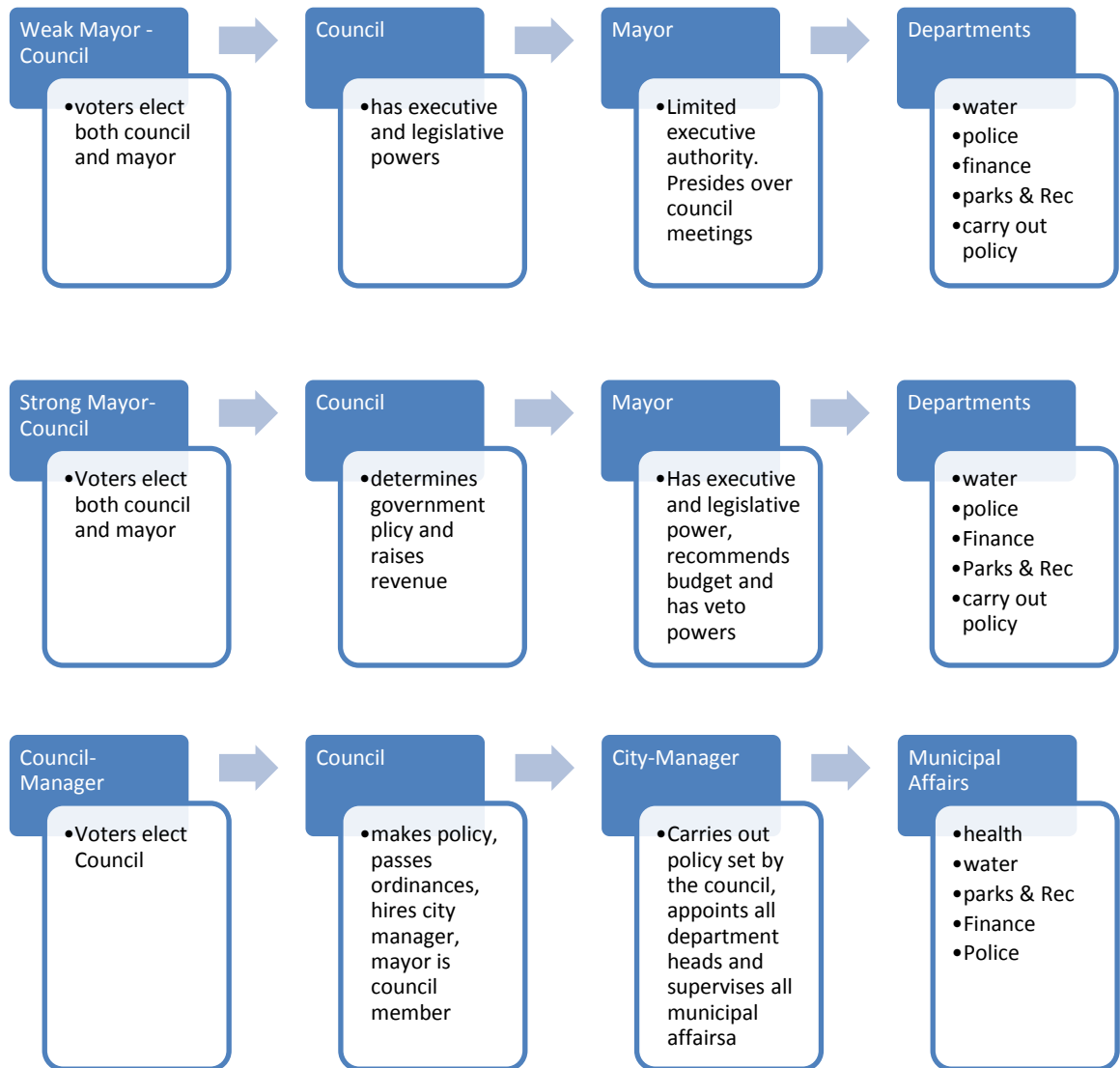
SS8CG5: The student will analyze the role of local governments in the state of GA

d. Explain the origins, functions, purposes, and differences of county and city governments in GA

	County Government	Both County and City	City Government
Origins	<ul style="list-style-type: none"> Counties are subdivisions of the state set up to carry out government functions All county governments are set up the same way in GA. 	Created to keep records straight, justice fast and services relevant	<ul style="list-style-type: none"> City with own government is called municipality Savannah was first city in GA City can and must get a charter from the state legislature if: <ol style="list-style-type: none"> Has over 200 residents Located at least 3 miles from another city 60% of land divided into tracts or being used by non-agricultural purposes
Functions	<ul style="list-style-type: none"> Sheriff: enforces laws Tax commissioner: accountant for county Clerk of Superior Court: primary record keeper for the county Judge of probate court: oversees property deeds, marriage licenses, guardianships, wills, supervises elections, administers public oaths to office BOC: (board of Commissioners) county governing authority; adopts ordinances, resolutions, regulations for property, county affairs and operations of local government; County Administrator is appointed by the board of commissioners and manages day to day operations of the county and implements county policy 	<ul style="list-style-type: none"> Create laws Enforce laws Tax Distribute revenue Uses budgets 	<ul style="list-style-type: none"> 2 main forms of city-government explained in detail in a later chart <ol style="list-style-type: none"> Mayor-Council (Strong and Weak) Council-Manager
Purposes	Provide public services for citizens like: Animal Control, Library, Building and Planning, Children and family services, Environmental health, Health Dept., Parks and Rec., Roads Dept., Sherriff's Dept.,	Provide public services for its citizens and sometimes share financial support for them <i>i.e.</i> Hospitals, library, Fire department	Police protection License businesses Maintain streets and sidewalk Control traffic Provide water and sewage services

	Coroner, Emergency Services, Tax Assessor, Tax Commissioner, Waste		
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a. Compare and contrast the weak mayor-council, the strong mayor-council, and the council-manager forms of city government:



e. Describe the functions of special purpose governments

Created for a specific job or task, self governing, examples: school districts, MARTA, public housing authority, GA ports authority

SS8E4: the student will identify revenue sources and services provided by the state and local governments.

d. Trace sources of state revenue such as sales taxes, federal grants, personal income taxes, and property taxes.

- Sales taxes: fees on things people buy
- Federal grants: money from the federal government that help the state in certain areas like education and health care
- Personal income taxes: fees based on how much money a person earns in a year
- Property Taxes: fees based on the amount of land and buildings that one owns

e. Explain the distribution of state revenue to provide services: state uses a budget to help decide the distribution of revenue for services like roads, parks, prisons and schools

f. Evaluate how choices are made given the limited revenues of state and local governments: the state general assembly passes legislation, called appropriation, that authorizes spending from the budget

Name: _____

Adult and Juvenile Justice System

SS8CG4 The student will analyze the role of the judicial branch in GA state government

c. Describe the history of the juvenile court

d. Compare the juvenile justice system to the adult justice system, emphasizing the different jurisdictions, terminology, and steps in the criminal justice process

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e. Describe the rights of juveniles when taken into custody

	Adult	Juvenile
Jurisdictions		
Steps		
Other differences		
Similar Rights:		

g. Describe ways to avoid trouble and settle disputes peacefully:

SS8CG6 The student will explain how the GA court system treats juvenile offenders

- a. Explain the difference between delinquent behavior and unruly behavior and the consequences of each:**
- b. Explain the seven delinquent behaviors that can subject juvenile offenders to the adult criminal justice process, how the decision to transfer to adult court is made, and the possible consequences**

Delinquent Behavior	Explanation	Consequences

Adult and Juvenile Justice System Key

SS8CG4 The student will analyze the role of the judicial branch in GA state government

c. Describe the history of the juvenile court

d. Compare the juvenile justice system to the adult justice system, emphasizing the different jurisdictions, terminology, and steps in the criminal justice process

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e. Describe the rights of juveniles when taken into custody

	Adult	Juvenile
Jurisdictions	*17 years old plus *Crimes	*Children up to 17 *Delinquency, neglect, adoption, unruly behavior
Steps	1. suspect taken into custody 2. intake officer evaluates case 3. detained or released 4. detained sent to prison 5. probable cause hearing before a judge 6. dismissal, informal adjustment or formal hearing 7. sentencing	1. child taken into custody 2. intake officer evaluates cases 3. Detain or release (to parents) 4. detained juveniles sent to RYDC 5. probable cause hearing before a juvenile court judge 6. dismissal, informal adjustment, or formal hearing 7. if juvenile committed a serious offense of multiple offenses a judge has many sentencing options
Other differences	*Can have a jury *Names in newspapers *Records are always open	*No jury used *Names protected *Records can be sealed
Similarities: same rights apply, right to remain silent, right to an attorney etc.		

f. Describe ways to avoid trouble and settle disputes peacefully: talk out a problem, walk away, ignore the trouble, call the police

SS8CG6 The student will explain how the GA court system treats juvenile offenders

a. **Explain the difference between delinquent behavior and unruly behavior and the consequences of each:** unruly behavior is a crime that depends on age like smoking, breaking a city or town curfew, or truancy; delinquent behavior is a crime no matter the age. The punishment for unruly behavior can be juvenile detention to probation and community service but delinquent behavior can be 10 years to life in jail

b. Explain the seven delinquent behaviors that can subject juvenile offenders to the adult criminal justice process, how the decision to transfer to adult court is made, and the possible consequences

Delinquent Behavior	Explanation	Consequences
Murder	Killing of a human being intentionally	<p>Child 13-17 is charged as an adult for these crimes and can receive anywhere from 10 to life</p>
Voluntary Manslaughter	Intentional killing of a human being	
Rape	Forced or unwanted intercourse	
Sodomy	Sexual contact between the genitals of one person and the mouth or anus of another	
Child Molestation	Sexual abuse of a child	
Sexual Battery	When someone is forced to have sex and is under the age of 13 or bodily harm occurs or there are multiple perpetrators or a weapon is used	
Armed Robbery if committed with a firearm	Taking someone's valuables with the use of a gun	

Personal Finance

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

Income:

Spending:

Credit:

Saving:

Investing:

Personal Finance Key

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

Income: the money that one gets paid usually for working

Spending: money that is used to buy goods and services

Credit: borrowed money or amount of money allowed to borrow that will have interest attached

Saving: money put away usually in the bank for future use

Investing: money used to gain potential profits, returns or appreciation of value