8th Grade Social Studies
New South to World War I Unit Information

Milestones Domain/Weight: History 47%

Purpose/Goal: After the Civil War and Reconstruction period, Atlanta began its “rise from the ashes” and slowly became one of the more important cities in the South, proving it by hosting events such as the International Cotton Exposition. Henry Grady began to champion the cause of the “New South,” one that was industrial and self-sufficient. Entrepreneurs, both black and white, developed new services and products. One example was Alonzo Herndon, who rose from slavery to eventually own the most profitable African-American business in the country.

It was also a time of terrible racism and injustice. Segregation and “Jim Crow” were the law of the land. The KKK reorganized after the murder of Mary Phagan, and this time targeted not only blacks, but Jews, Catholics, and immigrants as well. Tom Watson gained greater notoriety after he changed his position and became an ardent segregationist and anti-Semite. Additionally, Atlanta the “city too busy to hate” experienced the worst race riot in its history.

During this period of racial strife, several successful African-American men became well known throughout the country for their work with civil rights. This group of men included educators W.E.B. Dubois, Booker T. Washington, along with Georgian John Hope. In addition, women, such as Rebecca Felton and Lugenia Burns Hope, made important contributions to the state.

Content Map: New South to World War I Content Map

New South Study/Resource Guide

New South to World War I Teacher Notes

Prerequisites: World War I Elementary Standards

Unit Length: Approximately 7 days

Click on the links below for resources by Essential Question:

EQ 1: How did Georgia begin to recover during the New South Period?

EQ 2: How was Georgia troubled by injustice during the New South Period?

EQ 3: How were African Americans influential during the New South Period?

EQ 4: What factors led to the start of World War I and what were Georgia’s contributions?

The New South ppt – pdf version covering the entire unit

Georgia and the American Experience: Chapter 10 Guided Reading Questions with Answers

New South to World War I Review Activities

New South Georgia Magazine Project – sample performance task and rubric from “The New South” GaDOE Framework
## Essential Question and Standard(s)

1. How did Georgia begin to recover during the New South Period?

**Standard(s):**
SS8H7a. [Standard Breakdown] Evaluate the impact of the Bourbon Triumvirate, Henry Grady, International Cotton Exposition, 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.

## Vocabulary

- **Essential***
  - Henry Grady
  - Tom Watson
  - Populist Party
  - Bourbon Triumvirate
  - Rebecca Latimer Felton
  - International Cotton Exposition

- **Supplemental***
  - Railroad
  - “New South”
  - “People’s Party”
  - Progressive
  - Investment
  - Joseph E. Brown
  - Alfred H. Colquitt
  - John B. Gordon
  - Atlanta Journal
  - Industrialization
  - Diversification
  - Farmers Alliance
  - Women’s Suffrage
  - Convict Lease System
  - Independent Democrats
  - Rural Free Delivery Act
  - Cotton States
  - Coca-Cola and Royal Crown Cola [established during this period]

*Essential Vocabulary listed in the Standards

**Supplemental Vocabulary listed in the state frameworks and/or other state document

## Resources [Back to Top]

- Activating – [From Light to Darkness Image Analysis](#) [also pasted in document]
- [Images of Important People](#)
- [Bourbon Triumvirate](#)
  - [New Georgia Encyclopedia: Bourbon Triumvirate](#)
- [Henry Grady](#)
  - “The New South” Speech
  - [New Georgia Encyclopedia: Henry Grady](#)
- [International Cotton Exposition](#)
  - [Official Guide to the Cotton States and International Exposition](#) – includes an introduction to the organization and purpose of the exhibit, a description of each exhibit, and other important information. From the guide, students can get a sense of the purpose and feel of the event.
  - [New Georgia Encyclopedia: Cotton Expositions in Atlanta](#)
- [Tom Watson and the Populists](#)
  - [New Georgia Encyclopedia: Tom Watson](#)
  - [New Georgia Encyclopedia: Populist Party](#)
- [Rebecca Latimer Felton](#)
  - [New Georgia Encyclopedia: Rebecca Latimer Felton](#)
- [Women’s Suffrage Resources](#)
- [Record the difference in political views and philosophy among The Bourdon Triumvirate, Henry Grade, Tom Watson, and Rebecca Latimer Felton. Using the information, students should write a paragraph or short essay “I would most like to meet _______”. The student should give background and impact of the person they selected. New South: Who Would I Most Like to Meet Comparison Chart](#)

## Assessment

- [SS8H7a. Sample Assessment Items](#)
- [SS8H7a. GOFAR CR Henry Grady and Tom Watson](#)
## Essential Question and Standard(s)

2. How was Georgia troubled by injustice during the New South Period?

**Standard(s):**

SS8H7a. [Standard Breakdown]
Evaluate the impact of the Bourbon Triumvirate, Henry Grady, International Cotton Exposition, 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.

SS8H7b. [Standard Breakdown]
Analyze how rights were denied to African-Americans through Jim Crow laws, Plessy v. Ferguson, disenfranchisement, and racial violence.

## Vocabulary

- **Essential***
  - Leo Frank
  - Jim Crow Laws
  - 1906 Atlanta Riot
  - Racial violence
  - Plessy v. Ferguson
  - County Unit System
  - Disenfranchisement
  - Tom Watson

- **Supplemental**
  - Rural
  - Urban
  - Lynching
  - Martial Law
  - Hoke Smith
  - Mary Phagan
  - Clarke Howell
  - Jim Conley
  - William Smith
  - Alonzo Mann
  - John M. Slaton
  - White Primary
  - New Democrats
  - Mining industry
  - White supremacists
  - Knights of Mary Phagan

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## Resources [Back to Top]

- **Plessy vs. Ferguson** – It contains a general description and outcome of the case. Students can then read and answer questions on the majority opinion of the Supreme Court Justices and a dissent opinion of a Supreme Court Justice. The teacher may need to shorten and/or underline and highlight the most important sections of the opinions.

- **Jim Crow Laws**
  - Selection of Jim Crow Laws - this link includes a short description of Jim Crow Laws with two questions, the Selection of Jim Crow Laws linked above, a selection of Nebraska Jim Crow Laws and images

- **Leo Frank**
  - Leo Frank Newspaper Coverage | Leo Frank Newspaper Coverage Documentation
  - Leo Frank Evidence For/Against Comparison
  - Video Trailer for Leo Frank

- **After studying about Rebecca Latimer Felton and women’s suffrage as well as the Leo Frank Case and Jim Crow Laws, have students create signs to protest the denial of rights to these people or groups.**

- **County Unit System**
  - Ask students to consider whether or not a candidate could be elected governor of Georgia under the county unit system if that candidate only received 36 percent of the popular vote. Working with a partner they should determine if this could actually have happened and if so how. If not, why not. They should explain their conclusion including the specifics of the impact of the county unit system and how it would or would not allow the above to happen. They should discuss the fairness or unfairness of such a situation. [It did happen as late

## Assessment

- SS8H7a. Sample Assessment Items [same as previous]
- SS8H7b. Sample Assessment Items [same as previous]
- SS8H7b. GOFAR CR Plessy v. Ferguson
- SS8H7b. GOFAR CR Jim Crow
## TCSS 8th SS New South to World War I Unit

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</table>
|                                   |            | as 1956 in the gubernatorial election of Marvin Griffin]  
| 1906 Atlanta Race Riot            |            | • 1906 Atlanta Race Riot  
| o Watch Georgia Stories: The Race Riot of 1906 video. Use the Race Riot Comparison Chart to answer questions about the Georgia Stories Video and compare it to an interview in Why a Race Riot Erupted 100 Years Ago in Atlanta. Complete the comparison chart.  
| o Witness Interview of Sherman's March to the Sea and Race Riot  
| o New Georgia Encyclopedia: Atlanta Race Riot of 1906  
| • Worse than Slavery Cartoon Analysis |             | |  |
## TCSS 8th SS New South to World War I Unit

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<td>3. How were African Americans influential during the New South Period?</td>
<td><strong>Essential</strong>&lt;br&gt;Alonzo Herndon&lt;br&gt;W.E.B. DuBois&lt;br&gt;Booker T. Washington&lt;br&gt;John and Lugenia Hope</td>
<td><strong>Essential</strong>&lt;br&gt;Alonzo Herndon&lt;br&gt;Define profit and entrepreneurship. Describe how Alonzo Herndon fits this description. What risks was Herndon taking? How would his risks be different if he were beginning his business today?</td>
<td>SS8H7c. Sample Assessment Items&lt;br&gt;SS8H7c. GOFAAR CR Washington and DuBois</td>
</tr>
<tr>
<td>Standard(s):&lt;br&gt;SS8H7c. [Standard Breakdown]</td>
<td><strong>Supplemental</strong>&lt;br&gt;Activist&lt;br&gt;Orator&lt;br&gt;Poll Taxes&lt;br&gt;NAACP&lt;br&gt;YMCA/YWCA&lt;br&gt;Urban League&lt;br&gt;literacy Tests&lt;br&gt;Tuskegee Institution&lt;br&gt;Morehouse College&lt;br&gt;Up From Slavery&lt;br&gt;“the talented tenth”&lt;br&gt;Niagara Movement&lt;br&gt;“Crystal Palace”&lt;br&gt;Neighborhood Union&lt;br&gt;The Grandfather Clause&lt;br&gt;Atlanta Compromise Speech&lt;br&gt;Atlanta University (Clarke University)&lt;br&gt;The Souls of Black Folk&lt;br&gt;National Youth Administration&lt;br&gt;Atlanta Mutual Life Insurance Company</td>
<td><a href="https://www.georgiahistory.com/exhibit/alonzo-herndon">Georgia Stories: Alonzo Herndon</a></td>
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<td></td>
<td>*Essential Vocabulary listed in the Standards</td>
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<td></td>
<td><strong>Supplemental Vocabulary listed in the state frameworks and/or other state document</strong></td>
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### Essential Question and Standard(s)

4. What factors led to the start of World War I and what were Georgia’s contributions?

**Standard(s):**

SS8H7d. [Standard Breakdown](#) Explain reasons for World War I and describe Georgia’s contributions.

### Vocabulary

<table>
<thead>
<tr>
<th>Essential*</th>
<th>World War I</th>
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<tbody>
<tr>
<td><strong>Supplemental</strong></td>
<td><strong>Nationalism</strong></td>
</tr>
<tr>
<td><strong>Colonization</strong></td>
<td><strong>Russia</strong></td>
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<tr>
<td><strong>Militarism</strong></td>
<td><strong>France</strong></td>
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<tr>
<td><strong>Alliance System</strong></td>
<td><strong>England</strong></td>
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<td><strong>Austria-Hungary</strong></td>
<td><strong>Germany</strong></td>
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<td><strong>Ottoman Empire</strong></td>
<td><strong>Mexico</strong></td>
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<td><strong>Fort McPherson</strong></td>
<td><strong>Ally</strong></td>
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<td><strong>Camp Gordon</strong></td>
<td><strong>War Bonds</strong></td>
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<td><strong>Camp Benning</strong></td>
<td><strong>Territories</strong></td>
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<td><strong>Camp Stewart</strong></td>
<td><strong>Lusitania</strong></td>
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<td><strong>Non-Combatants</strong></td>
<td><strong>Victory Gardens</strong></td>
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<td><strong>Zimmerman Telegram</strong></td>
<td><strong>Archduke Franz Ferdinand</strong></td>
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</tbody>
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### Resources

- Causes of World War I Activating Strategy
- Causes of World War I and Georgia’s Contributions.ppt
- MAIN Causes of World War I Graphic Organizer
- World War I Video | World War I Handout | Key

### Assessment

- SS8H7d. Sample Assessment Items
- SS8H7d. GOFAR CR
- System of Alliances
TCSS 8th SS New South to World War I Unit

Review Activities

New South to World War 1 Frame Game

New South to World War 1 Vocabulary/Event Cards

New South Period Which One Doesn’t Belong Worksheet
SS8H7a. Evaluate the impact of the **Bourbon Triumvirate**, **Henry Grady**, **International Cotton Exposition**, **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.

<table>
<thead>
<tr>
<th><strong>Know [Data/Facts]:</strong></th>
<th><strong>Understand [Think/Process]:</strong></th>
<th><strong>Do [Apply]:</strong></th>
</tr>
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<tbody>
<tr>
<td>• Populist Party</td>
<td>• Bourbon Triumvirate was group of Governors who had similar ideas and policy. They were in support of New South concept to bring more industry to Georgia.</td>
<td>• Describe how the South began to change after the Civil War in relation to the “New South”. How do Henry Grady, Bourbon Triumvirate, International Cotton Expo relate to the “New South”.</td>
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<tr>
<td>• Bourbon Triumvirate</td>
<td>• Henry Grady coined the term New South. As editor of the Atlanta Journal Constitution he was able to get out the idea of bringing industry with the financial support of the North.</td>
<td>• Draw conclusions as to why Tom Watson and the Populist party did not agree with the new focus of the “New South”.</td>
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<tr>
<td>• Henry Grady</td>
<td>• International Cotton Expo was held to promote the “New South” idea and showcase industry capabilities of the South and seek investment from the North. Henry Grady was a supporter of the Expos.</td>
<td>• Explain how Rebecca Felton played a major role in reform of the early 1900’s.</td>
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<tr>
<td>• Tom Watson</td>
<td>• With all the push for industry the Populist party was created to bring attention to the needs of the farmers. It was led by Tom Watson who wanted farmers black and white to join together for the rights of the farmer. Watson was able to pass the Rural Free Delivery Act.</td>
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<td>• Rebecca Felton</td>
<td>• Rebecca Felton was also a supporter of the New South. She was involved in several other reform movements of the early 1900’s (women’s rights, convict lease system, prohibition).</td>
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## TCSS 8th SS New South to World War I Breakdown of Standards

**SS8H7a.** Evaluate the impact of the Bourbon Triumvirate, Henry Grady, International Cotton Exposition, **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.

**SS8H7b.** Analyze how rights were denied to African-Americans through **Jim Crow laws**, **Plessy v. Ferguson**, **disenfranchisement**, and **racial violence**.

### Know [Data/Facts]:
- Leo Frank
- Jim Crow Laws
- 1906 Atlanta Riot
- Racial Violence
- Plessy v Ferguson
- County Unit System
- Disenfranchisement
- Tom Watson (later in life)

### Understand [Think/Process]:
- In 1906 reports of violence against white women was reported in the newspaper that led to riot that last for 2 days. 25 African Americans were killed during the riot at the hands of white men as well as businesses destroyed. It brought national attention to the city of Atlanta. Other than the race riot there were years of violence against African Americans often times by the hands of Klan members.
- Leo Frank was convicted of murdering a 13 year old female factory worker where he worked. He was taken from prison by the “Knights of Mary Phagan” and hung in Marietta.
- County Unit System was instituted in 1917 to keep political power in the hands of the rural areas. This system was created to limit the voting power of African American voters.
- Disenfranchisement was legal ways that Southern states kept African Americans (and poor whites) from exercising their right to vote. After the Civil War poll taxes, white primaries, literacy test and grandfather clause were passed as different ways to keep black men from voting.
- Plessy v Ferguson was a Supreme Court case that ruled in favor of Southern states. The famous “separate but equal” doctrine allowed separate public facilities for whites as long as they provided a facility for blacks. The case ruled that African Americans have political rights but that does not have to include social rights.
- Rebecca Felton and Tom Watson were both supporters of racial violence and lynchings.
- Jim Crow laws inhibited the educational, economical, economic, and social growth and opportunities for most Southerners, both black and white.

### Do [Apply]:
- Describe how disenfranchisement and the County Unit system impacted the voting rights of African Americans after the Civil War.
- Explain how Plessy V Ferguson, Jim Crow laws and racial violence were to keep “social order” in the south.
- Explain how the Leo Frank case relates to the racial violence in Georgia.

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<tr>
<td>Alonzo Herndon</td>
<td>Despite efforts to limit African Americans to reach equality in this time period there were several men/women in Georgia that were able to become successful despite their circumstances. All of these men and woman became social, political activist for African Americans in Georgia.</td>
<td>Evaluate how Alonzo Herndon, WEB DuBois, Booker T Washington, John and Lugenia Burns Hope worked to impact the social, political and economic equality of African Americans in the early 1900’s.</td>
</tr>
<tr>
<td>W.E.B. DuBois</td>
<td>Alonzo Herndon learned a skill and opened a successful barber shop. The success of the Crystal Palace led to other business opportunities. Alonzo was born to a slave mother and died a millionaire.</td>
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<td>Booker T Washington</td>
<td>John and Lugenia Burns Hope were social/political activist in the Atlanta area. He was the first black President of Morehouse. She established the Neighborhood Union which focused on better education for African-American schools.</td>
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<tr>
<td>John and Lugenia Burns Hope</td>
<td>Booker T Washington was a leader in the African American community. He supported the idea that if blacks gained an education and working hard would lead to eventual social rights. He felt that vocational training was key to reach equality.</td>
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<td></td>
<td>W.E.B. fought for social and political rights of African Americans and helped created the NAACP in 1906. WEB felt education (college) was key to reach equality.</td>
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SS8H7d. Explain reasons for World War I and describe Georgia’s contributions.

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<th>Do [Apply]:</th>
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<tr>
<td>World War I</td>
<td>Fighting began between Austria-Hungary and Serbia with the assassination of Archduke Franz Ferdinand.</td>
<td>Describe events that led to World War I and how the United States eventually gets involved.</td>
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<td>Nationalism, political rivalry, and economic issues led to the war between nations.</td>
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<td>The United States joined the allied forces because of Germany sinking passenger ships killing American people.</td>
<td>Explain different ways people of Georgia supported the war effort.</td>
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<td></td>
<td>Georgia contributed close to 100,000 men, food, supplies to the allied forces. There were also several military bases that played major roles serving as pow camps and hospitals.</td>
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