8th Grade Social Studies

Day 1 to Day 4

Using History Packet answer the following

1. Unit 1 Geog. Of Ga/Ga’s Beginning
2. Unit 2 Exploration and Georgia Colonization

Day 5 to Day 8

Using History Packet answer the following

3. Unit 3 Rev. Statehood, and Westward Expansion
4. Unit 4 Civil War and Reconstruction

Day 9 to Day 12

Using History Packet answer the following

5. Unit 5 The New South (Days 9 and 10)
6. Unit 6 Early 20th Century Georgia
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.
d. Evaluate the impact of climate on Georgia's development.

**Geography**

*Where is Georgia located, and how are certain places different than others?*

Above you is our state. Its name is GEORGIA. (We're in Georgia Studies...get it?)

Our state is a part of our nation. Our nation, the United States of America, has different regions. We live in the southeastern part of the United States.

On the left, you'll see our NATION, the United States of America. Sometimes you might hear our nation called our "country." Sometimes our nation is called by its nickname, "America." Do not get confused! When you think of our nation's name, think of the Pledge of Allegiance that is said every morning. "I pledge allegiance to the flag of the United STATES OF AMERICA!"
To your left, you will see our continent. There are seven continents on the planet, but ours is named North America. North America contains our nation, the United States of America, as well as other nations (like Canada, Mexico, and Cuba). Our continent is located in the northern and western hemispheres of the world.

The map above is a map of our world. In our world, we have four hemispheres. Georgia is located in the northern and western hemispheres. Do not get confused! While we may live in the southeastern part of our nation and the northeastern corner of our state, our hemispheres reference where we are at in the WORLD.

Georgia, our state, has five regions. These regions are based on geography. Each region has different features (this means that the way the land looks is different in each region). Georgia's five regions are the Piedmont, Appalachian Plateau, Blue Ridge, Ridge and Valley, and the Coastal Plain. You need to know the differences in these regions and their features.
GEORGIA'S REGIONS

The **Appalachian Plateau** in Georgia's northwestern corner of the state. This region is known for its limestone caves and flat-topped mountains. This region is near Chattanooga, TN and hosts Chickamauga Battlefield.

The **Valley and Ridge region** is in between Georgia's the Blue Ridge and Appalachian Plateau regions. This region is known for its many ridges and valleys. Dalton and Ellijay are located here.

The **Blue Ridge** region has the highest mountains in the state. This region has lots of mountains and receives a lot of precipitation (rain, snow, etc). Because of its elevation, it is also cooler than the other regions.

The **Piedmont** region is known for its red clay and foothills. Because it has Atlanta, the state capital, 50% of the state's population lives here. We live in the Piedmont region.

The **Coastal Plain** region is the largest and is very agricultural (meaning they farm a lot). The land in this region is very flat, and as you get closer to the ocean, there are wetlands. Georgia's barrier Islands are located off of the coast of this region.

The regions can difficult to remember. To help you out, remember where you live. You live in the Piedmont region. Look outside. There are not mountains outside, but hilly land and lots of red clay. These are features of the Piedmont region. When you travel north, you head toward mountains. When you travel south, you see flat land, agriculture, and, eventually the ocean. Think about the cities you may have visited. Dahlonega has mountains (Blue Ridge), Savannah has the ocean (Coastal Plain), Atlanta has hills (Piedmont), Ellijay and Dalton are in valleys (Ridge and Valley), and Chickamauga is located near Chattanooga and has flat-topped mountains surrounding it (Appalachian Plateau).

GEORGIA'S PHYSICAL FEATURES

Georgia has many different physical features. Georgia's geography makes it interesting and attracts tourists to the area.

The **Appalachian Mountains** are one of Georgia's most important physical features. These mountains provide a lot of precipitation for the state. The mountains bring in a lot of tourists who come and visit. These mountains also host Brasstown Bald, Georgia's highest point.

The **Fall Line** in Georgia is a natural boundary that separates the Piedmont region and the Coastal Plain. This division has many waterfalls, which are used today to help power plants. The cities located on the Fall Line are Columbus, Macon, and Augusta.
Georgia has two major rivers. One of those rivers is the Chattahoochee River, which begins in the Blue Ridge Region and flows into the Gulf of Mexico. This river creates Georgia's border with Alabama.

Georgia's other major river is the Savannah River. This river creates Georgia's boundary with South Carolina, and this river flows into the Atlantic Ocean. It also flows through the city of Savannah.

Georgia's barrier islands are located off of its coast. These islands serve many purposes. They bring in tourists, help preserve Georgia's coastline from erosion, and they also serve as wilderness sanctuaries.

Georgia's Okefenokee Swamp is located in South Georgia in the Coastal Plain. This swamp is the largest freshwater wetland in the United States. The swamp is home to a great deal of wildlife and most of it is used as a national park.

**GEORGIA'S CLIMATE**

Georgia has a mild climate, meaning that its weather over the course of a year is pretty pleasant and it doesn't get too cold in the winter. This is a good thing for Georgia. Because of its mild climate, Georgia is able to bring in tourists year-round. People who bring factories and businesses to the state choose Georgia because there are few weather-related absences. Georgia's mild climate definitely helps its economy.
SS8G2 The student will explain how the Interstate Highway System, Hartsfield-Jackson International Airport, and Georgia’s deepwater ports, and the railroads help drive the state’s economy.

a. Explain how the four transportation systems interact to provide domestic and international goods to the people of Georgia.
b. Explain how the four transportation systems interact to provide producers and service providers in Georgia with national and international markets.
c. Explain how the four transportation systems provide jobs for Georgians.

Guess what? Georgia has four major transportation systems. These systems help our state. These are the **Interstate Highway System**, Hartsfield-Jackson International Airport, Georgia’s deepwater ports, and the railroads.

Georgia is a part of the Interstate Highway System, a system that was created in the 1950s to help Americans get from state to state. Georgia uses this system to transport goods and services, and it also helps tourists find their way to Georgia. I-85, I-75, and I-20 are some of the most travelled interstates that run through Georgia.

Georgia’s railroads are also important. Railroads are mostly used in our state to transport goods and services (especially to places like Savannah and Brunswick, where freight will be sent overseas). There are some Georgians who still use the railroads to travel from place to place, but most use the Interstate and planes.

Georgia is quite famous for its airport in Atlanta (one of our transportation systems) called the **Hartsfield-Jackson International Airport**. At times, this is the busiest airport in the WORLD! It was named after two famous mayors of Atlanta: William Hartsfield and Maynard Jackson, who are in your GPS Standards. Georgia’s airport gives Georgians jobs, brings people into our state for tourism, and is the hub (or center) for Georgia-based Delta Airlines.

Georgia’s deepwater seaports are located in Savannah and Brunswick. These ports are used mostly for hauling cargo. Many imports (goods coming in) and exports (goods going out) are exchanged through these ports. These deepwater seaports rely on other forms of transportation (railroads and the Interstate) to bring goods to and from its port as well.

Georgia’s deepwater ports are very important to its economy. These ports give Georgians jobs, allow Georgia exports (like chicken feet!) to go out, and imports to come into Georgia’s stores.

Ships like these use Georgia’s deepwater seaports to haul imports and exports!
HISTORY PART 1

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.

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

b. Evaluate the impact of European contact on 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.

History is our largest domain in Georgia Studies. It can be difficult to remember certain people, cultures, and events. Make sure you study! The first thing we need to cover is the early Native American Cultures. These cultures were the Paleo, Archaic, Woodland, and Mississippian. These cultures can be remembered by the "word" PAWM! 😊

The Paleo culture is the oldest culture that lived in Georgia. The word paleo means "very old." The Paleo were nomadic, meaning they moved from place to place. They came here from Asia. They hunted large game and had very basic weapons like the atlatl.

The Archaic culture evolved from the Paleo culture. The Archaic were less nomadic and moved from season to season. They created fish hooks for fishing, a very basic form of pottery, and they were able to plant things (known as horticulture). They also hunted small game.

The Woodland culture evolved from the Archaic culture. This culture stayed in one place and lived year-round in dome-shaped houses. This culture is known for advancements to pottery, the bow and arrow, and advanced hunting techniques. They also believed in some sort of afterlife.

The Mississippian culture is the most advanced culture that the standards discuss. This culture had advanced civilizations—they lived in large towns, had more advanced homes and weapons, and they had ceremonies and practiced religion. Many Mississippians died out due to European contact.
There were many European countries that explored the "New World" (the "New World" was the continents of North America and South America). Our standards discuss France, Spain, and England - because these three countries explored and settled what is now known as the United States. The Spanish set up colonies (places away from a country that keep ties to their home country) in modern-day Georgia (see below), the French set up colonies in modern-day Canada and modern-day New Orleans, and England created colonies on the eastern seaboard of the modern-day United States. Georgia was established as one of the English colonies in 1732.

**SPANISH EXPLORATION**

One of the most evil Spanish explorers was Hernando De Soto. De Soto came into what is now known as Georgia to look for gold. He did not find gold, but what he did find was many Native Americans. He treated the Native Americans terribly. He and his men killed many of them - and many other died from diseases they caught from the Spanish explorers. De Soto died on his journey.

The Spanish not only came into Georgia to look for gold (through DeSoto) but they also established missions on the barrier islands of Georgia. The Spanish created these missions to convert people to Christianity. Some of these missions saw success - and some of them saw failure. Some of the Native Americans revolted, and some of them died from disease.

**DE SOTO = BAD!**

The Spanish exploration of Georgia greatly affected the Native Americans. Native American culture changed forever; and many Native Americans died from attacks and from disease.
The colony of Georgia was settled for three main reasons. These are:

**Charity** – Oglethorpe wanted Georgia to be a colony to help debtors, although no debtors went to the colony.

**Economics** – King George wanted Georgia to produce rice, silk (through mulberry trees) and vineyards for wine.

**Defense** – Georgia was supposed to serve as a buffer (protective barrier) between the rest of the British colonies and Spanish Florida.

James Oglethorpe was an English man who was concerned with helping poor people. During this time period, if you could not pay your debts, you went to jail. Oglethorpe had an architect friend, Robert Castell, who died in debtor's prison. This inspired him to help debtors. He asked King George II (the colony is named after him), for permission to start a new colony. The king granted permission, and the colony of Georgia was established with its charter in 1732.

Oglethorpe sailed with the first Georgians on the ship **Ann** and landed near modern-day Savannah in February of 1733. Through an interpreter, Mary Musgrove, Oglethorpe asked the local chief, Tomochichi, to settle there. The chief allowed them to settle.

Two Native Americans helped Oglethorpe settle peacefully on the colony of Georgia and establish the city of Savannah. These two are Chief Tomochichi, who was the chief of the Yamacraw (Creek) Indians. The chief allowed Oglethorpe to settle peacefully on Yamacraw Bluff (which later became Savannah). Mary Musgrove, who was half-Creek, ran an important trading post. She was also a translator for Oglethorpe and Tomochichi. The colony of Georgia became successful because of these two and their willingness to keep relations peaceful.

The colonists settled on an area called Yamacraw Bluff and built Georgia's first city, Savannah. The design for Savannah was created by Robert Castell, Oglethorpe's friend who died in debtor's prison.
THE COLONY OF GEORGIA WAS AN EXPERIMENT FROM THE BEGINNING. Instead of being a royal colony (like the other 12 colonies) Georgia’s charter was created by Oglethorpe and the king with different regulations (rules). Georgia was controlled by a group of 21 trustees (trustees are people responsible for others), and was called a trustee colony. Unlike a royal colony, Georgia was not allowed to have liquor, lawyers, slaves, or Catholics. Georgia’s British colonists were soon joined by other ethnic groups, such as the Salzburgers and Highland Scots.

The Salzburgers (picture right) were a group of German-speaking Protestants (meaning they were not Catholic) from modern-day Salzburg, Austria. These people were being treated poorly because of their faith. They came to Georgia seeking religious freedom and Oglethorpe allowed them to settle. First they settled in Ebenezer, then in New Ebenezer (because Ebenezer was too swampy).

Some people did not like the colony of Georgia and its rules. They wanted Georgia to be a “normal” colony like the royal colonies and not a trustee colony. Most of these colonists were British. They were called the malcontents (malcontent means “not happy.”)

One of the reasons Georgia was settled was for defense. It was to protect the other colonies from the Spanish, who were south in Florida. The Georgia colonists fought against the Spanish in a war called the War of Jenkins’s Ear, and in a battle in Georgia called the Battle of Bloody Marsh. The Spanish eventually left Georgia for good.

Unfortunately for James Oglethorpe, his vision for Georgia did not work out as planned. During the war with the Spanish, Oglethorpe was called away to a trial in Great Britain and never returned. Georgia became a royal colony when the trustee period ended in 1752.

GEORGIA’S ROYAL GOVERNORS

John Reynolds was Georgia’s first royal governor (sorry...no picture). He gave the Georgia colonists self-government (the ability to govern themselves). He took it away later on, and then he also tried to move Savannah to another location. He was removed from his position. Henry Ellis was the second royal governor. Ellis regulated trade with Native Americans, but could do little in Georgia because he was so sick. He had to leave Georgia due to illness.

James Wright was Georgia’s final royal governor, and the most popular until the American Revolution. He served for 16 years. He helped Georgia grow economically and he also increased the size of the colony. Georgia’s slave population expanded during this time.

Georgia had three royal governors after it became a royal colony: John Reynolds, Henry Ellis, and James Wright.

(C) East Hall Middle School
LAND OWNERSHIP IN GEORGIA:
If you could pay for your ticket overseas: 500 acres of land
If you could not pay for your ticket: 50 acres of land

Land ownership was important to survival in the colony of Georgia. Those who could afford to come to Georgia by boat received 500 acres of land, and those who did not received 50 acres of land. Later, Georgia would use the headright system and land lotteries to solve land issues.

GEORGIA’S ROYAL GOVERNMENT

The Governor was the head of Georgia’s executive branch.

To vote, you had to own 50 acres.

To hold office, you had to own 500 acres.

Georgia’s royal government was initially set up to include the concept of self-government, where the people (okay, white men) could have choices. This system worked well for the colony. The government had a Court of Consence that could settle disputes, a Governor’s Council (upper house), and a Common’s House of Assembly. This government had three branches, just like our government today.

When Georgia was a trustee colony, its colonists were not allowed to have slaves (they were not allowed in Georgia’s charter). When Georgia became a royal colony, slaves started coming into the colony in large numbers. Even though there were some groups opposed to slavery (like the Salzburgers and Highland Scots), most of the plantation owners in Georgia became owners of massive amounts of slaves. Georgia’s slave question would cause it problems for decades.

GEORGIA IN THE AMERICAN REVOLUTION

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 (Seven Years War), Proclamation of 1763, Stamp Act, Intolerable Acts, and the Declaration of Independence.

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.

Why, Georgia? Why?

One of the things you need to understand about Georgia is that it was the thirteenth — and LAST — colony. Georgia was the baby. Because of this, it had trouble breaking away from Great Britain, its mother country.

Georgia was also the most southern colony. Because of this, it was somewhat isolated (set apart) from the other colonies. Keep this in mind when we are discussing the causes of the American Revolution.
# Causes of the Revolution

The French and Indian War, fought from 1754 to 1763, was a cause of the American Revolution. In this war, the French and Indians teamed up against the British and the American Colonies (including Georgia). This war was won by the British and the American colonies, but it caused a **huge war debt for Britain**. Because of the war debt, the British **taxed the colonies**!

The **Proclamation of 1763** was another cause of the American Revolution. This was a proclamation from the king of Britain that said that the colonists could not pass the Appalachian Mountains (for fear that the Native Americans would kill them). This made the colonists angry, because they wanted to settle where they chose.

<table>
<thead>
<tr>
<th>The Stamp Act was another cause of the Revolution. This act was passed by the British – it taxed the colonies with a tax on paper goods. The colonies HATED this! They refused to purchase the stamps. The only colony that purchased stamps was Georgia. Georgia also did not send a representative to the Stamp Act Congress, a group of the colonists who met to discuss the Stamp Act.</th>
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<tbody>
<tr>
<td>The Declaration of Independence was written in 1776, after the American Revolution started. This document was written to King George III. The document stated that the colonies were free and independent states – and this document solidified the break between the colonies and Great Britain.</td>
</tr>
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</table>

The Intolerable Acts were a response to the Boston Tea Party and a major cause of the Revolution. The Boston Tea Party was when the colonists protested the tax on tea by dumping tea into the Boston Harbor. As punishment, the colonies passed the Intolerable Acts. The colonists had to 1) close the port until the tea was paid for 2) the colonists could not have a town meeting without the royal governor 3) British criminals who committed crimes in the colonies were tried in Britain for their crimes and the worst was the 4) **Quartering Act**, that said the colonies had to house and feed soldiers.

The **Proclamation of 1763** extended Georgia’s southern boundary to the St. Mary’s River. This gave Georgia its “tail”.

Lyman Hall, Button Gwinnett, and George Walton were Georgia’s three signers.
THE PEOPLE

Nancy Hart was a woman who fought a group of murderous Loyalists (King’s supporters) who came into her home and demanded food. Hart killed two of them and is considered a heroine of the American Revolution.

Elijah Clarke was a colonel who fought in the Battle of Kettle Creek in Washington, Georgia. Clarke was given credit for the victory, which gave the Georgia militia supplies and boosted the militia’s spirits.

Austin Dobney was a mixed-race man who fought in the Battle of Kettle Creek. He gave Elijah Clarke his horse and saved Clarke’s life. Dobney was awarded land after the Revolution.

Loyalists were people who were loyal to Great Britain and King George III. They were also called Tories.

Patriots were the people who supported the American Colonies.

THE EVENTS

There were MANY battles in the American Revolution. Georgia only discusses two: the Battle of Kettle Creek, and the Siege of Savannah.

The Battle of Kettle Creek was fought in Washington, Georgia. It was a very small battle. The Georgia militia, however, won the battle and won supplies for the militia. This battle also boosted the morale of the troops.

Savannah was taken under hostage by the British. The colonists teamed up with the French to try to take Savannah under siege. This, obviously, was called the Siege of Savannah. The colonies and the French tried to take Savannah back, but their mission failed terribly. Many French/Continental soldiers died in the battle. Savannah was held under British control for 3 1/2 more years.
SS8H4 The student will describe the impact of events that led to the ratification of the United States Constitution and the Bill of Rights.

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

b. 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.

**The Articles of Confederation** was the United States' first constitution. A constitution is a written plan of government. The AoC had many problems.

<table>
<thead>
<tr>
<th>Articles of Confederation</th>
<th>Women's rights</th>
<th>Too much states' rights</th>
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</thead>
<tbody>
<tr>
<td>Each colony represented</td>
<td>No money system</td>
<td></td>
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<tr>
<td>Regulated the postal</td>
<td>No president</td>
<td></td>
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<tr>
<td>service</td>
<td>Limited powers of Congress</td>
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<tr>
<td></td>
<td>No income taxes</td>
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Powers that are not handled by the national government are handled by the states. Just like the nation, each state has a constitution, too. Georgia has had TEN! Georgia's 1777 Constitution was written after the Declaration of Independence.

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<thead>
<tr>
<th>Georgia's Constitution of 1777</th>
<th>Strengths</th>
<th>Weaknesses</th>
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<tbody>
<tr>
<td>Helped GA become a state</td>
<td>Governor only served one year - weak governor</td>
<td></td>
</tr>
<tr>
<td>Gave citizens freedoms</td>
<td>Legislature had all the power</td>
<td>Only white, male protestants could hold office</td>
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</tbody>
</table>

Because the Articles of Confederation were so weak, delegates (representatives) from the states met to change the AoC in a meeting called the **Constitutional Convention of 1787**. The two delegates from Georgia who signed the Constitution were **William Few and Abraham Baldwin**.

**WILLIAM FEW AND ABRAHAM BALDWIN, GEORGIA'S TWO DELEGATES WHO SIGNED THE U.S. CONSTITUTION.**

The Articles of Confederation changed and became the U.S. Constitution after the Constitutional Convention of 1787. This U.S. Constitution is still the law in the United States today.

**Georgia was the FOURTH state to ratify (or approve) the U.S. Constitution.** Georgia thought it needed help with its "Native American Question" (meaning it wanted to get rid of Native Americans on its land), so it was anxious to get federal help for this.

The U.S. Constitution has three branches, checks and balances, and can be amended (or changed or added to) with the approval of Congress and states. The flexibility and timelessness of the Constitution is what makes it such a good Constitution.
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.

- Explain the establishment of the University of Georgia, Louisville, and the spread of Baptist and Methodist churches.
- Evaluate the impact of land policies pursued by Georgia; include the headright system, land lotteries, and the Yazoo land fraud.
- Explain how technological developments, including the cotton gin and railroads, had an impact on Georgia's growth.
- Analyze the events that led to the removal of Creeks and Cherokees; include the roles of Alexander McGillivray, William McIntosh, Sequoyah, John Ross, Dahlonega Gold Rush, Worchester v. Georgia, Andrew Jackson, John Marshall, and the Trail of Tears.

Georgia had much to deal with after it became a state. It experienced enormous growth, but because of this growth white settlers wanted Native American land. The result was the Trail of Tears, one of the saddest events in Georgia's history.

Georgia's first capital was Savannah. It moved its capital to a more central location, Augusta, and then built a capital in a city called Louisville. Louisville was very unsuccessful. The land around it was swampy and full of mosquitoes, so the capital did not function well. The capital moved to Milledgeville less than ten years later.

**Georgia made many advancements during this time...**

The University of Georgia was established in 1785. It was the first public university (first established for males only) of its kind.

Two Protestant church denominations became the most popular in Georgia, and these two are still the most popular today. They are the Baptist and Methodist churches. Both of these branches used different methods to spread their faith – such as camp meetings and circuit riders.

The cotton gin was invented by Eli Whitney in 1793. This invention separated cotton from its seed much faster than could be done by hand. This invention led to a large increase in cotton production in Georgia. In fact, Georgia's new nickname became "King Cotton."

Georgia's railroad industry flourished during this time period. Georgia began shipping cotton out through the railroads, and the city Terminus (later Atlanta) was developed through the railroad era.

Traditionally, when it was a colony, Georgia gave money to settlers through the headright system, which is where heads of households were given 1000 acres (or less). Some land was distributed this way after the Revolution.

Another way settlers could get land was to win it in a land lottery. The land lottery was where people purchased tickets in hopes of winning land. The land settlers won, however, was Native American land.
**THE EVENTS**

<table>
<thead>
<tr>
<th>The discovery of gold in Dahconega by a man named Benjamin Parks led to a massive gold rush in the area – the first in the United States. Unfortunately, this gold rush also drove more Georgians to desire Native American land.</th>
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<tr>
<th>The Yazoo Land Fraud was an event that changed Georgia forever. Georgia, along with South Carolina and Spain, claimed land near the Mississippi River. Members of Georgia’s General Assembly were bribed by land companies to sell the land (even though they technically didn’t own it). Georgia got in big trouble for doing this. It’s border changed to the Chattahoochee River and it lost any claims past it. This made white settlers more greedy for Native American land.</th>
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<th>Many fights took place over Native American land – some were actual wars (such as the wars fought with the Creek like the Oconee War), and some were legal battles. A man named Samuel Worcester went to the US Supreme Court with a case called Worcester v. Georgia. In this case, the Supreme Court ruled that Native American land had to obey US law – not state law. (This is, in part, why Native Americans can have casinos on reservations). Andrew Jackson refused to honor the Supreme Court’s decision.</th>
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<tr>
<th>Andrew Jackson was the president during Native American removal. He refused to honor the Supreme Court Case Worcester v. Georgia. He signed the Indian Removal Act, which eventually placed Native American tribes out west in Indian Territory (modern-day Oklahoma).</th>
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<tr>
<th>Alexander McGillivray was a Creek Chief who fought in the Oconee War to keep his people’s land. Eventually, some of that land was given away in the Treaty of New York.</th>
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<tr>
<th>John Marshall was the Chief Justice of the Supreme Court who ruled in Worcester v. Georgia. Andrew Jackson ignored his order.</th>
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<tr>
<th>William McIntosh was the Creek chief who sold the last of his people’s land when he signed the Treaty of Indian Springs. He was executed by the Creek for doing this.</th>
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<tr>
<th>John Ross was the chief of the Cherokee during the Trail of Tears. Ross fought to help protect the land of the Cherokee by appealing to the US Congress.</th>
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<tr>
<th>Sequoyah was a Cherokee man who created the Cherokee syllabary (similar to an alphabet). The syllabary was a written form of the Cherokee language. This allowed the Cherokee to read and write in their native tongue.</th>
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</thead>
</table>
The Treaty of Indian Springs removed the Creek from southern and middle Georgia. Andrew Jackson’s refusal to follow Worcester v. Georgia, coupled with the Indian Removal Act, sealed the fate of the Cherokee. The Trail of Tears was the forced removal of the Cherokee from Georgia. The Cherokee were rounded up, forced into stockades (concentration camps), and then forced to march to Oklahoma in the wintertime. Some Cherokee were forced to make the journey by boat. This move devastated the Cherokee. It killed one third of their people, and remains one of the most terrible events in Georgia’s history.

THE CIVIL WAR

SS8H6 The student will analyze the impact of the Civil War and Reconstruction on Georgia.
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 Georgia Platform, Kansas-Nebraska Act, Dred Scott case, election of 1860, the debate over secession in Georgia, and the role of Alexander Stephens.
b. State the importance of key events of the Civil War; include Antietam, the Emancipation Proclamation, Gettysburg, Chickamauga, the Union blockade of Georgia’s coast, Sherman’s Atlanta Campaign, Sherman’s March to the Sea, and Andersonville.

The Civil War quite possibly affected Georgia more than any other event in its history. This event left the state in complete ruins and killed thousands of its people. Let’s look at what caused the Civil War:

Remember North = Union. South = Confederacy.

States’ rights is the belief that the interests of the state are more important than the interests of the nation. The South believed that they should have states’ rights (they didn’t think the nation should tell them what to do about slavery or tariffs). The North thought that the nation’s interests were more important.

Nullification means to say “no,” to cancel, or to make invalid. During this time period, the North was trying to make the South pay tariffs (or taxes) on imported goods. Since the South imported (brought in) most of the goods.

THE CAUSES

Slavery is one of the most important causes of the Civil War. The South (for the most part) felt that the North was interfering in its way of life. The North felt that slavery was wrong. This caused a lot of tension (anger) between the North and South.

The Dred Scott Case was a case that divided the North and South. Dred Scott was a slave who sued for his freedom (since he travelled in free states with his master). The Supreme Court ruled that slaves were property. The South felt that this was the final say-so as to slave ownership and freedom in the United States.

Dred Scott, the slave who sued for his freedom.
During this time period, there was a time of expansion out West. People were moving there to begin new lives. There was a question, however, on whether the new territories (and states) should be slave or free. The addition of new states could mean an imbalance of power in the Senate for the North and South.

The Missouri Compromise was written to answer the question of imbalance in the Senate. The state of Missouri was added as a free state in exchange for Maine entering as a free state. This also made a line that divided North and South (which was Missouri’s southern border).

The Compromise of 1850 was another attempt to keep the North and South from splitting. This compromise allowed California to enter the Union in exchange for a Fugitive Slave Act (where the North had to send runaway slaves back to the South). This Compromise was supported by Georgia Platform, a group of Georgians who fought to keep the Union together at all costs. Alexander Stephens was a man who supported the idea of staying in the Union (although he later became the vice president of the Confederacy).

The Kansas-Nebraska Act was another cause of the Civil War. This was where the territories of Kansas and Nebraska were fighting over whether they should be slave or free. Even though Congress said they should choose (popular sovereignty), they did not accept Kansas’s bid to become a slave state. This showed the South that the North would not support them in Congress.

The election of 1860 proved to be the final straw between the North and South. Abraham Lincoln was elected president with no single electoral vote from the South. (The North had a much larger population!) After this, Georgia had a debate over whether they should secede (or break away) from the North and form their own nation. There was a big debate. Alexander Stephens argued to stay in the Union, but it didn’t do any good. Georgia seceded along with other Southern states to form a new country, the Confederate States of America in December of 1860. Alexander Stephens became the vice president of the Confederacy. War broke out in April of 1861.

The Civil War broke out in April of 1861 at Fort Sumter, South Carolina...
Our standards mention a few isolated events/battles in the Civil War. Remember the terms — Union means North (or the US) and the Confederacy. Overall, this war was very devastating for the state of Georgia...

The Battle of Antietam was fought in Sharpsburg, Maryland in September of 1862. Although this battle was only one day long, it was the bloodiest one day of the whole war. This battle led both sides (Union and Confederacy) to realize that the war was going to take a long time. Abraham Lincoln, who was the president of the Union, decided to write the Emancipation Proclamation. This proclamation basically let the South know that if they ended the war in 1862, Lincoln would let the South keep their slaves. If not, he would free them. This caused more division between the North and South.

The Battle of Gettysburg was the most devastating overall battle of the Civil War, and was considered the turning point of the war. The Confederacy suffered a huge loss in Gettysburg, PA. After the Battle, Lincoln gave his famous Gettysburg Address.

The Battle of Chickamauga was fought in Georgia. In this battle, Union General William T. Sherman was trying to take control of Chattanooga, TN (he wanted access to its railroads). The Confederacy was able to stop Sherman at this point, but they did not follow up on the retreat — this was a big mistake for the Confederacy. Sherman came back stronger.

Once Sherman regrouped, he was able to begin the Atlanta Campaign. This was an attempt to get to Atlanta, Georgia. Sherman was able to capture and encircle the city, and then he burned it to the ground. Sherman then began his March to the Sea, a path of destruction in Georgia that was 60 miles wide and 300 miles long. This march totally devastated the state of Georgia.

Sherman's Wrath

William T. Sherman was a Union general who was determined to destroy the Confederacy. He was very successful.

When Sherman got to Savannah, he was able to take advantage of the fact that the Union Blockades had prevented supplies from leaving and entering the Confederacy. Instead of burning Savannah, he cashed in on the supplies that the blockades kept from leaving the South.

Georgia had a very bad prisoner of war camp during the war called Andersonville. Andersonville killed around 18,000 Union soldiers because its conditions were so bad. The head of the prison was executed for cruelty.

After Sherman's March to the Sea (which took place in Nov-Dec of 1864), the South surrendered in 1865. The war was very devastating for Georgia — it took years to recover.
After the Civil War, there was a time period called Reconstruction. This was an era when the South had to recover (and literally be reconstructed) after being destroyed during the war. There were two types of Reconstruction — literal rebuilding of the South, and the mental rebuilding of the South and its old way of life. The North wanted to change the way the South viewed the former slaves. This was a difficult and racially charged time period.

After the Civil War, there was a time of adjustment, especially for the slaves. The former slaves (called freedmen), had literally nothing - no home, no job, no education, and no one to protect them. The Freedman's Bureau was established at this time to help former slaves adjust to their freedom. The bureau educated the former slaves and gave them food and shelter.

There were three Reconstruction plans that were developed to help the South.

1) Abraham Lincoln's plan only called for 10 percent of each state to take an oath to the United States. Unfortunately, Lincoln was assassinated before he could get through with his plan.

2) Johnson's plan for Reconstruction asked that the Southern states ratify the 13th Amendment, which banned slavery.

3) The last plan for Reconstruction was made by Congress, who felt that Lincoln and Johnson were too "soft" on the South. They wanted the South to ratify the 13th AND 14th Amendments (the 14th Amendment gave equal rights to citizens). When the South refused to ratify the 14th Amendment, they were placed under military rule.

The Ku Klux Klan was the white supremacist organization that tried to keep the former slaves from getting rights. They hated the new Amendments and tried to keep African-Americans from voting. This organization led to the Georgia Act, which again placed Georgia under military rule.

The former slaves often found jobs as tenant farmers and sharecroppers because there was no other work they could find. Anyone (no matter their race) could be a tenant farmer or sharecropper. Tenant farmers were workers who brought something into the relationship with a land owner (a mule, equipment, etc). Sharecroppers had nothing to bring into a relationship with a landowner. They often worked difficult lives and ended up in debt (owing money) at the end of the year. Both of these situations were terrible and difficult.

Here are a few of the Amendments, dudes (remember an amendment is a change to the Constitution).

13th Amendment — banned slavery

14th Amendment — gave equal rights to all men

15th Amendment — gave all men the right to vote

Henry McNeal Turner was one of the first African-American legislators in the Georgia General Assembly. Unfortunately, he was kicked out of office. The GGA told Turner (and other legislators like Tunis Campbell) that they had the right to vote but not the right to hold office.
SS8E17 The student will evaluate key political, social, and economic changes that occurred in Georgia between 1877 and 1918.

a. Evaluate the impact the Bourbon Triumvirate, Henry Grady, International Cotton 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.

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


d. Explain reasons for World War I and describe Georgia’s contributions.

Georgia underwent a vast deal of changes during this time period. This was an era when Georgia slowly began to make its change from the “Old South” based on agriculture and slavery, to the “New South,” one filled with progress and change. Unfortunately, Georgia failed to modernize concerning equal rights.

**Rebecca Latimer Felton** was a woman who fought against the Bourbons in her columns in her newspapers. She attacked their treatment of poor and prisoners. She lived to be 95 years old and fought for the poor, women’s rights, and against alcohol.

Georgia’s Bourbon Triumvirate (Bourbon after a line of French kings, Triumvirate means “ruling group of three” in Latin) was a group of men who served as governors (or in Congress) during the post-Reconstruction time period. The three leaders (Brown, Colquitt, and Gordon) attempted to make some progress in Georgia, but they did not help the poor and they did little to help those in the prisons.

**Henry Grady** was a journalist and spokesperson who came up with the concept of the “New South.” Grady wanted the South to start industrializing and improving, and fought hard to help the South improve.

**The International Cotton Exposition** was a fair in Atlanta that Henry Grady organized to help bring new industry to the South. The ICE had exhibits of new farming technology, as well as speakers (like Grady and Booker T. Washington). This exposition brought in thousands of visitors to the “New South.”

**Tom Watson** was a very controversial (means he caused lots of drama) leader in Georgia. He was a part of the Populist Party, a party that tried to help farmers. Under this party, Watson sponsored the Rural Free Delivery Bill, a law that gave rural (country) people their mail. Watson also was very vocal in the Leo Frank Case.

**The county unit system** was a system invented to give the rural counties in Georgia more power. With this system, Georgia’s most populated counties were given six county unit votes, the medium-sized counties had four, and small counties two votes. There were so many rural counties, the “twos” added up – and the rural counties controlled elections.
During the time period after Reconstruction, many people fought for equal rights for African-Americans, and many events took place that dealt with equality and racial tension.

| The 1906 Race Riots took place in Atlanta in 1906 (obviously). Stories of false violence in Atlanta newspapers discussed African-American men attacking white women. Tensions took to the street, and men began to fight. Mostly African-Americans were killed, but whites were killed, too. | The Leo Frank Case was one of the most controversial in Georgia’s history. It focused on Leo Frank, a Jewish factory manager. Frank was accused of murdering and assaulting Mary Phagan, a 14 year-old employee of his factory. This case brought up a lot of racial tension, and it also brought back a revival of the KKK in Georgia. |

After the Civil War, white Southerners struggled with the concept of equality.

1) First, Jim Crow Laws (named after an old racist show featuring a racist character named “Jim Crow”) were laws that tried to segregate (separate) facilities for whites and blacks. A U.S. Supreme Court case called Plessy v. Ferguson addressed the issue – even though Homer Plessy was 1/8th black, the Supreme Court still said that states had the right to create “separate but equal” facilities for whites and blacks.

2) African-Americans were often disenfranchised (disenfranchisement means to take away voting rights). The KKK used violence to keep African-Americans from voting, and whites used other methods (such as the Grandfather Clause, poll taxes, and literacy tests) to keep other races from voting.

3) Racial violence often kept African-Americans from equality. The Ku Klux Klan was the driving force behind these violent episodes.

| Booker T. Washington (top) was a former slave who gave the famous “Atlanta Compromise Speech” and founded the Tuskegee Institute, a trade school. He believed progress and equality was a SLOW process for African-Americans. He believed that African-Americans should be patient and wait for equality. | W.E.B. DuBois (bottom) was a founder of the Niagara Movement, which later became the NAACP (National Association for the Advancement of Colored People) and he wrote a book called the Souls of Black Folk. DuBois felt that equality for African-Americans should come instantly and that African-Americans should have a higher education. |

John and Lugenia Burrs Hope were two Georgians who fought for equality for African-Americans. They agreed with the ideas of DuBois. John was a member of the NAACP and he helped with education for African-Americans. Lugenia founded the Neighborhood Union, an organization that helped African-American neighborhoods.
World War I was the first global war. It was fought from 1914-1918, and technological advancements during this time led to millions of deaths in this war.

**REASONS FOR WWI**

**The Allies** — France, Great Britain, Russia (it left after the Russian Revolution), the United States.

**The Central Powers** — Germany, Austria-Hungary, the Ottoman Empire

During this time period, European countries were able to communicate more effectively and become more aware of each other and what the other countries were doing. The European countries formed two different groups of alliances — the Triple Entente, and the Triple Alliance. Both groups agreed to “have the other’s back” if they were attacked by the other group. Tensions in Europe boiled over when the Archduke Ferdinand of Austria-Hungary was assassinated by a Serbian (Serbia and Austria-Hungary had issues with each other). After the assassination, European countries declared war on one another like crazy! Germany is given most of the credit for wanting to start the war — it had a desire to take over Europe.

At first, the US did not enter the war. It remained neutral (meaning it didn’t take a side). However, it did trade with Britain a great deal. Two things led the US into World War I....

The sinking of the British ship Lusitania in 1915 was one of the reasons the US entered WWI. Even though this was a British ship, the US lost over 100 lives when this ship sank.

Another cause was the Zimmerman Telegram, a telegram from Germany to Mexico. This telegram asked for Mexico to attack the United States and join Germany in the war against the Allies. This telegram made the US angry and got the country involved in the war.

When the United States went to fight in WWI, Georgians jumped at the chance to contribute. Their contributions were:

1. Georgia sent over 100,000 troops to war
2. Georgia had many key military bases that trained troops.
3. Georgia housed a prisoner of war camp
4. Georgia's civilians rationed (portioned out) goods and gave money (through bonds) to the war effort. They also grew victory gardens to help out.
SS8H8 The student will analyze the important events that occurred after World War I and their impact on Georgia.

a. Describe the impact of the boll weevil and drought on Georgia.
b. Explain economic factors that resulted in the Great Depression.
c. Discuss the impact of the political career of 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.

Georgia's dependence on agriculture affected it when it encountered the boll weevil and a drought in the 1920s. The boll weevil was a bug that ate cotton "bolls" (bolls are a part of the cotton plant - the bulb before it blooms). This bug wreaked havoc on Georgia's cotton crop. The drought in Georgia affected its cotton crop (that was not destroyed by the boll weevil) as well as the rest of Georgia's crops. After these two issues, Georgia was thrown into a terrible depression.

After WWI, the United States (and Georgia) went through a time of growth and prosperity called the Roaring Twenties. There was overconfidence in the economy, however, and the United States had to deal from the fallout of this. People bought things they could not afford on credit, including stocks. The government did little to help the economy. Because of this, the stock market "crashed." This meant that the value of stocks (or parts of a company) declined sharply in value in a short period of time. Once the stock market crashed, the Great Depression occurred. During the Great Depression, many people in the United States (possibly 25 percent or more) were unemployed due to companies losing money from the stock market crash. Banks closed because they ran out of money and there was no government intervention to protect the banks. People lost their life savings in the banks or in the stock market. People lost their homes and lived in shacks. To this day, the Great Depression remains the most terrible economic crisis in United States (and Georgia) History.

A new president came to power who vowed to do something about the Great Depression. His name was Franklin Delano Roosevelt (also known as FDR) and he developed a plan called the "New Deal." The New Deal was a series of federal programs designed to put people to work and give federal aid to those in need. The programs that your standards discuss are:

1. Civilian Conservation Corps – This agency was created by Roosevelt and it put young men to do work creating public works projects. It put money in pockets and gave the young men food and shelter.
2. Agricultural Adjustment Act – This was a measure where the government paid farmers to keep them from producing goods (to limit overproduction).
3. Rural Electrification – This agency was created by FDR to bring electricity to the rural (country) areas of the United States (especially the South).
4. Social Security – This agency was created to give retirement benefits to the elderly and still exists today.

One of Georgia's most controversial politicians was Eugene Talmadge. Talmadge was the governor of Georgia during the Great Depression and gained much support from the rural, white population. He used the county unit system to his advantage (he was elected three times) and while governor, he became very powerful. He fired enemies and became an outspoken opponent to FDR's New Deal. Despite his involvement in scandals, Talmadge was elected to a 3rd term but died before he could serve that term.
WORLD WAR II

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

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

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

c. Explain the impact of the Holocaust on Georgians.

d. Discuss President Roosevelt's ties to Georgia including his visits to Warm Springs and his impact on the state.

World War II was caused by many factors - the primary ones being the unresolved issues at the end of World War I and the rise of fascism (a government that revolves around a dictator). In Europe, German dictator Adolf Hitler made a pact with Italian dictator Mussolini and Japanese Emperor Hirohito. These countries formed the Axis Powers, an alliance bent on world domination. Most of the world watched as the Axis powers took over territory and countries. Eventually, Britain and France declared war on the Axis Powers, calling themselves the Allies. The US remained neutral at the beginning of World War II, but traded and sold supplies to the Allies.

At the beginning of the war, the United States (once again) declared itself "neutral," but its neutral stance was certainly questionable.

It gave a great deal of aid to the Allies in the form of the Lend-Lease program, which was a program created to "lend" or "lease" supplies to the Allies. The U.S. also stopped trading and selling to Japan, which made Japan furious and made them feel as though the U.S. was in the war on the side of the Allies. Japan planned a sneak attack at a Naval Base at Pearl Harbor, Hawaii on December 7th, 1941. The United States then entered the war on the side of the Allies and sent troops to Europe and Asia to fight the Axis powers.

Georgia had several contributions to the war effort. By contributing to the war, Georgia not only showed its allegiance to the United States, but it also was able to put people to work. (Many historians think that World War II allowed the United States to get out of the Great Depression.) Georgia's contributions consisted of:

1. The Bell Aircraft Plant in Marietta, which dealt with the building of B-29 bombers. This plant put 28,000 Georgians to work.
2. The military bases like Ft. Benning, Camp Gordon, Hunter Air Field, Glynco Naval Station, Ft. McPherson and Ft. Gillum put local Georgians to work and trained soldiers for World War II.
3. The Savannah and Brunswick shipyards shipped weapons, supplies, and goods to both the Pacific and European fronts of the war.

Georgia also had men who contributed to the war effort and helped them get military installations in the state...
Richard Russell was a Georgia man who was in the U.S. Senate. While serving in the U.S. Senate, he was appointed to the Naval Affairs Committee, and was able to use his position to bring military installations (or training camps and bases) to the state of Georgia. This helped Georgia tremendously. It brought jobs, resources, and troops to our state (who, in turn, spent money in Georgia).

Carl Vinson was another Georgian who supported the military effort in Georgia during World War II. Vinson's focus was building a huge naval influence in the Pacific Ocean and in the Atlantic Ocean. Because of this, he is given the nickname, "The Father of the Two-Ocean Navy." He focused heavily on trade during the Lend-Lease program and supported funding that built up the ports of Savannah and Brunswick. Vinson contributed to Georgia's economy by bringing more military installations into the state.

The Holocaust was an event that did not take place in Georgia, but affected Georgians in many ways. The Holocaust was the systematic killing of Jews in Europe by Nazi Germany. Adol Hitler, the dictator of Germany, created this system to rid the European continent of Jews. He was almost successful. Six million Jews were killed throughout Europe. They were rounded up through processes of identification and sent to concentration camps to work or to extermination camps to be killed. Many of the survivors of the Holocaust later immigrated to the United States to live, and some of them lived and continue to live in Georgia.

Franklin Delano Roosevelt, who was the president during the Great Depression, New Deal, and World War II, suffered a stroke in his home in Warm Springs, Georgia in 1945 before the war ended. He had a home in Warm Springs that he called the Little White House. During his life, he visited Warm Springs and the Little White House often to use the springs there to comfort his polio-stricken legs. Roosevelt was a friend to Georgia, bringing electricity to the state, creating jobs for Georgians through Bell Aircraft Plant, and through the tourism he brought to Warm Springs. After his death, many Georgians mourned the loss of a beloved president.

Soon after Roosevelt's death, World War II ended. After D-Day, the Allies invaded France and soon stopped Hitler in Germany, which surrendered soon after Hitler's suicide. President Harry Truman took over after Roosevelt died and learned of the Manhattan Project, which developed the atomic bomb. The Allies dropped two atomic bombs on Japan, the only Axis power left. World War II ended in 1945 after the dropping of the atomic bombs and Georgia's troops who survived came back home victorious.
The student will evaluate key post-World War II developments of Georgia from 1945 to 1970.

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

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

c. Discuss the impact of Ellis Arnall.

After World War II, Georgians experienced a time of happiness and growth. For many Georgians, they finally turned away from agriculture and moved into Georgia's cities. Today, around 50 percent of Georgia's population lives in the Piedmont Region, which contains the Atlanta Metropolitan Area, and very little money is made from farming. For those who stayed in agriculture, they found new inventions and ways to farm (via pesticides, irrigation, and machinery) that helped them to be more profitable. The era of sharecropping and tenant farming subsided (went away) and more Georgians were working in industry than ever before.

Atlanta became a center of progress for the South. This era was led by two very famous mayors – William Hartsfield and Ivan Allen, Jr. Both of these mayors were instrumental in several ways. First, both of these mayors were able to bring about a time of growth for Georgia. William Hartsfield was instrumental in making Atlanta a center for aviation, and Ivan Allen, Jr. was able to bring major league sports teams to Atlanta. Both mayors were also very helpful during the civil rights movement. They kept the city calm and integrated the city relatively peacefully. Both mayors are acknowledged for making Atlanta a very progressive city.

Atlanta's major league sports teams also contributed to the state. Ivan Allen, Jr. was instrumental in bringing Georgia the Braves, the Falcons, and the Hawks. These teams brought in money for the state (by building stadiums which put people to work building and then working at the stadium) and by bringing people in to watch the teams. This also brought in many tourists to come and watch the teams. Throughout the years, fans all over the United States have traveled to watch our major league teams play.

Ellis Arnall was a governor of Georgia who worked to bring the state out of debt and reformed the state to get rid of the white primary. He also came to be known during the 1946 Governor's race as the "lame duck" governor who refused to leave his seat. Arnall was knocked out of office in 1946 by Eugene Talmadge (probably because of Arnall's views on the white primary), but wanted to stay in his governor's position after Talmadge died and could not serve. Arnall, despite controversy, helped Georgia in many ways.
SS8H11 The student will evaluate the role of Georgia in the modern civil rights movement.
a. Describe major developments in civil rights and Georgia's role during the 1940s and 1950s; 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.
b. Analyze the role Georgia 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 Georgia, Albany Movement, March on Washington, Civil Rights Act, the election of Maynard Jackson as mayor of Atlanta, and the role of Lester Maddox.
c. Discuss the impact of Andrew Young on Georgia.

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<th>CIVIL RIGHTS</th>
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<td>Ellis Arnall, Melvin Thompson, and Herman Talmadge — the three men in the 1946 Governor's Race.</td>
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In 1946, Georgia had an election for governor that was surrounded in scandal. Eugene Talmadge was elected governor. He died before he could begin his term. After this, there was a debate over who should be governor in Georgia. Melvin Thompson, who was the lieutenant governor-elect, thought he should be governor. Because many people in Georgia wrote in the name of Herman Talmadge underneath Eugene Talmadge's name, Herman Talmadge thought he should be governor. Ellis Arnall declared that he would remain governor until the issue was resolved. In the end, the state decided that Melvin Thompson should be governor until a special election was held. After the special election, Herman Talmadge was elected. The 1946 governor's race made Georgia look foolish and created a great deal of confusion.

Herman Talmadge, unfortunately, did not learn from many of his father's mistakes. Herman Talmadge was much like his father, Eugene. He did not want to integrate the state, and his time as governor was spent fighting the integration of schools and public places. He did, however, help with public education by establishing a 9-month school year (school years before these times were shorter due to the Great Depression).

<table>
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<th>Herman Talmadge</th>
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<td>A Supreme Court case in 1954 called Brown v. Board of Education changed schools forever. This landmark case said that there was no such thing as &quot;separate but equal&quot; and that schools in the South needed to integrate. This case overturned the Plessy v. Ferguson case that stated that segregation was legal as long as it was equal. Many southern whites were upset about the idea that the government was intervening in the schools, but for African-Americans, this was a major civil rights victory.</td>
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As a response to Brown v. Board of Education, Georgia changed its state flag in 1956. Its old flag before 1956 contained red and white stripes and the seal of the state. In 1956, as a response to integrating the schools, Georgia adopted the St. Andrew's cross (the Confederate battle emblem) as a part of their state flag. This upset many civil rights activists in the state. For years, the state flag was debated. Georgia later removed the emblem and changed its flag in 2001, and again in 2004.

Benjamin Mays was a man who was a mentor to Martin Luther King, Jr. He was president of Morehouse College. He taught King to 1) treat all people with respect and dignity through non-violent protest and 2) to use founding documents of the United States to discuss equal rights for all people.

(C) East Hall Middle School
Reverend Dr. Martin Luther King, Jr. was a man who focused on non-violent protest. He was a Georgian who became a reverend and entered college at age 15. He was a gifted public speaker and became the “mousetrap” of the civil rights movement because of this. He was behind many movements that took place in Alabama, Mississippi, and Georgia (including the Albany Movement). He, along with others, organized the March on Washington for Jobs and Freedom in 1963. There, the Southern Christian Leadership Conference, the Student Non-Violent Coordinating Committee, and other organizations brought attention to civil rights. At this march, King gave his famous “I have a dream” speech, one of the most famous speeches in American history. King was assassinated by James Earl Ray in 1968.

“This is our hope. This is the faith that I go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discord of our nation into a beautiful symphony of brotherhood.” – MLK

The Sibley Commission was an organization that was aimed at determining how Georgians felt about integrating their school systems. There were two choices: to close the schools or to integrate them. Sadly, most Georgians said they would rather close the schools than integrate them, which showed how racist Georgia was.

Despite Georgia’s racism, schools eventually integrated within the state. Two students named Hamilton Holmes and Charlayne Hunter were the first African-American students to enter in to the University of Georgia. They were not welcomed kindly by their fellow students. Many protests took place concerning their entry into UGA. However, both went on to graduate and lead successful careers.

The Student Non-Violent Coordinating Committee (Called SNCC or pronounced “Snick”) was a group of students who organized non-violent protests. Protests like sit-ins were organized to show inequality in the South. The SNCC supported the March on Washington and the Albany Movement.

Despite Georgia’s racism, schools eventually integrated within the state. Two students named Hamilton Holmes and Charlayne Hunter were the first African-American students to enter in to the University of Georgia. They were not welcomed kindly by their fellow students. Many protests took place concerning their entry into UGA. However, both went on to graduate and lead successful careers.

The Albany Movement was organized by several civil rights organizations to bring attention to the city of Albany, Georgia. Albany had many segregated public facilities and a large African-American population. SNCC, and Martin Luther King, Jr. (as well as other organizations) worked with the African-American citizens of Albany. They staged non-violent protests in segregated areas which were met by police with several arrests. Many of the protesters were arrested (including King), and the media focused attention on the town of Albany. Eventually, Albany did integrate facilities.

The March on Washington and other measures by civil rights activists were successful. After years of fighting for equality and civil rights, President Lyndon B. Johnson passed the Civil Rights Act of 1964, which integrated all facilities in the United States (such as hotels, waiting rooms, restaurants, and movie theaters). This was the most aggressive civil rights legislation (or law) written in the history of the United States, and was finally the law that civil rights activists envisioned.

(C) East Hall Middle School
Few people in Georgia’s history were more controversial than former Governor Lester Maddox. Maddox was a segregationist and a restaurant owner who used axe handles to chase after African-Americans who tried to eat at his restaurant, the Pickwick. He closed the restaurant after the Civil Rights Act was passed. He later became governor of Georgia in 1967 and appointed many African-Americans to positions in state offices and worked with prison reform, yet he maintained his ideas on segregation until his death.

Maynard Jackson was the first African-American mayor of Atlanta. He was elected in 1973 and went on to serve three terms as mayor. During his time as mayor, he brought more African-Americans into positions in the city government. He focused on helping the poor in the cities and on balancing out number of very poor and very rich in the city of Atlanta.

Andrew Young served Georgia in many ways. He was the first African-American representative of Congress since the age of Henry McNeal Turner and Reconstruction. He was a civil rights activist and served with Martin Luther King, Jr. (he was with King when he was assassinated). He was elected as the second African-American mayor of Atlanta. During his time as mayor in the 1980s, he worked to bring the Olympic Games to Atlanta.

SSSS12 The student will explain the importance of significant social, economic, and political developments in Georgia since 1970.

a. Evaluate the consequences of the end of the county unit system and reapportionment.
b. Describe the role of Jimmy Carter in Georgia as state senator, governor, president, and past president.
c. Analyze the impact of the rise of the two-party system in Georgia.
d. Evaluate the effect of the 1996 Olympic Games on Georgia.
e. Evaluate the importance of new immigrant communities to the growth and economy of Georgia.

The old county unit system, which created a lack of equality in the state by giving rural counties more power than urban counties, was declared unconstitutional (or against the law) in 1962. After this, politics in Georgia began to change. African-Americans were given a more equal and fair voice in politics. The Supreme Court created new districts for the state as well through something called reapportionment. Reapportionment means to "redraw." Basically, the districts for voting were redrawn during this time period to accurately represent the voting population. After the end of the county unit system and the system of reapportionment, Georgia began to see a rise in two different parties during this time period -- Republican and Democrat.

The rise of the two-party system means that Georgia began to turn from being a mostly Democratic state to being a state that has both Republicans and Democrats being represented. This was due, in part, to the end of the county unit system and reapportionment. Throughout the 1980s and 1990s, the strength of the Democratic Party began to fade in the state, and Sonny Perdue, a Republican, was the first Republican governor of Georgia since Reconstruction.
Jimmy Carter was the first Georgian to become president of the United States. Carter was born in Plains, Georgia and grew up believing segregation was wrong. He joined the Navy at a young age and after his time in the Navy he served as a state senator in Georgia in 1962 and 1964.

Carter became governor of Georgia in 1970 and greatly reduced the number of agencies in the state. He appointed many African-Americans and women to state offices. He ran for president in 1976 and won the election. Carter tried to keep peace in the Middle East during his time as president. Mostly, however, his presidency had many problems, mostly due to a hostage crisis in Iran and a large economic recession, or downturn. Carter was not re-elected.

Carter only served as president for four years and was not re-elected, but after his presidency he worked for equality, peace, and human rights. He has written several books, had a library created in his name, and established the Carter Center for charity. He received the Nobel Peace Prize for his humanitarian work in 2002.

In 1996, the Summer Olympic Games came to Atlanta. Athletes from all over the world came to Atlanta to compete in this large-scale international event. Atlanta built many sports venues to make this event happen, including the Olympic Stadium (now Turner Field). Dormitories from Georgia State and Georgia Tech were created and improved so Olympic athletes could stay there. Some thought the commercialization of the Olympics (by businesses such as Coca-Cola) was a little too much. The Olympics were also rocked by a bombing in Centennial Olympic Park during a concert, which killed one person. Despite the negative things, the Olympics made a great deal of money for the state and people enjoyed the games.

Georgia has seen a tremendous amount of immigrant communities come in to the state in the past twenty years. These immigrant communities range from all over the world. These communities contribute to Georgia's economy through jobs and purchasing items, and they also have caused Georgia to grow exponentially in the past twenty years.
STATE AND LOCAL GOVERNMENT

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.
   c. Describe the rights and responsibilities of citizens.
   d. Explain voting qualifications and elections in Georgia.
   e. Explain the role of political parties in government.

IT’S NOT A TREE, BUT IT HAS BRANCHES!

Georgia’s government is set up through a constitution or a written plan of government. The US has a constitution, and what is not covered in that constitution is covered by Georgia’s constitution.

Georgia’s constitution is set up with a preamble, or a beginning. After that, it has several articles. These articles address voting, create the three branches of Georgia’s government (see right), deal with taxes, education, and outlines the functions of local governments.

Georgia’s three branches are the legislative branch, which makes the laws, the executive branch, which enforces the laws, and the judicial branch, which interprets the law. These branches have separation of powers, which means that they each have a list of responsibilities that they need to perform. These also have checks and balances. Each branch has a limit, or a check, on the other one that keeps one branch from taking over the other two. Giving the branches of government responsibilities through separation of powers and giving each branch of government a check over the other ensures that the branches are equal.

Georgia’s citizens are given many rights and responsibilities. Some of these rights given to Georgians are basic American rights - the right to bear arms, the right to freedom of speech, the right to life, liberty and property. In Georgia, you have these rights - but you also have responsibilities. You cannot violate (or break) the law without punishment. You are expected (though not required) to vote. You need to pay taxes and you might even be required to serve in the military.

Georgia’s two political parties are the Republican and Democratic parties. Most of Georgia’s representatives TODAY are Republicans, although Georgia was mostly a Democratic state from after the Civil War up until the 1980s.

To vote in Georgia, you need to be 18 years old. You have to vote in the same county you live in. Convicted felons are not allowed to vote in the state of Georgia.
The student will analyze the role of the legislative branch in Georgia 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. Evaluate how the legislative branch fulfills its role as the lawmaking body for the state of Georgia.

### Qualifications: Senate: House:

<table>
<thead>
<tr>
<th>Age:</th>
<th>Must be 25</th>
<th>Must be 21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship:</td>
<td>GA - 2 years</td>
<td>GA - 2 years</td>
</tr>
<tr>
<td></td>
<td>Must be US citizen</td>
<td>Must be US citizen</td>
</tr>
<tr>
<td>Terms:</td>
<td>2 years</td>
<td>2 years</td>
</tr>
<tr>
<td>Election:</td>
<td>Elected in November</td>
<td>Elected in November</td>
</tr>
<tr>
<td>Duties:</td>
<td>Write legislation</td>
<td>Write legislation</td>
</tr>
<tr>
<td></td>
<td>(laws)</td>
<td>(laws)</td>
</tr>
</tbody>
</table>

#### Organization in the House:

The house leader is the **Speaker of the House**. This person comes from the majority party (the political party with the most representatives). The speaker assigns members of the House to committees. Committees are groups that research issues to determine if laws need to be written. Usually most House members are on three committees.

#### Organization in the Senate:

The leader of the Senate is the Lt. Governor, who serves as the president of the Senate. Because the Lt. Governor is elected, he/she may not be of the majority party. The president pro tempore is the majority leader of the Senate. The Lt. Governor assigns members of the Senate to committees to research bills.

The Senate and the House of Representatives are both responsible for creating bills (or wannabe laws). These bills are researched in committees that senators and house members have been assigned to. Sometimes, the bills die before they reach the Senate/House floor. If the bill "lives" for the vote, however, it is voted on in the chamber that has been researching it (House or Senate). Sometimes changes are made to the bills or the floor. Then, the bill moves to the other chamber, where the process begins again. The Senate and House have to both agree on the same version of a bill before it is sent to the governor.
THE EXECUTIVE BRANCH

SS8CG3 The student will analyze the role of the executive branch in Georgia 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; include education, human resources, public safety, transportation, economic development, and natural resources.

c. Evaluate how the executive branch fulfills its role through state agencies that administer programs and enforce laws.

The executive branch of Georgia’s government consists of the governor and lieutenant governor. The executive branch also consists of state agencies. The executive branch enforces the law in the state through the state agencies. These agencies make sure that Georgia’s constitution is followed (for example, the Georgia State Patrol is under the executive branch and makes sure that people follow the law). Our governor is Nathan Deal. Our Lt. governor is Casey Cagle.

**Qualifications, Term and Election**

<table>
<thead>
<tr>
<th>Age:</th>
<th>Governor</th>
<th>Lt. Governor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30 or older</td>
<td>30 or older</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time in state:</th>
<th>Governor</th>
<th>Lt. Governor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6 years (citizen)</td>
<td>6 years (citizen)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time in US:</th>
<th>Governor</th>
<th>Lt. Governor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15 years (citizen)</td>
<td>15 years (citizen)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term:</th>
<th>Governor</th>
<th>Lt. Governor</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 years (can serve two back to back terms) – after that, has to take a break.</td>
<td>4 years (there are no term limits for the Lt. governor)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Duties:</th>
<th>Governor</th>
<th>Lt. Governor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signs/vetoes bills, appoints people to state agencies, head of state’s executive branch, represents our state, sends out Georgia National Guard, etc.</td>
<td>Is the head of the Georgia State Senate. Becomes governor if the governor is too sick to serve or if the governor dies.</td>
<td></td>
</tr>
</tbody>
</table>

The governor and Lt. governor both have the same qualifications – because the Lt. governor may have to become the governor. Both are elected every four years (on even-numbered years in November). The governor can only serve two back-to-back terms, but the Lt. governor can serve unlimited terms (as long as he/she is re-elected).

The governor is the head of many state agencies. Sometimes, he appoints the heads to these agencies, sometimes these people are elected. Some of these major areas are –

1. Education – The governor oversees education in the state of Georgia and funding for public schools.
2. Human resources – This consists of the Department of Labor and also deals with the Office of the Commissioner of Insurance. The human resources department handles state employee payments/benefits.
3. Public Safety – The governor is the head of the Georgia State Patrol, an organization that ensures the public’s safety.
4. Transportation – The governor can oversee highway/railroad development projects, and is in charge of the Georgia Department of Transportation.
5. Economic development – The governor works to bring in new business to Georgia. He/she meets with business leaders and promotes industries (such as the film industry) in our state.
6. Natural resources – through Georgia’s Department of Natural Resources, the governor ensures that the state’s wildlife, forests, and state parks are protected.

The governor appoints some of the heads of these agencies, other heads are elected. However, since these agencies fall within the executive branch, it makes this branch the largest in our state and gives Georgia’s governor a wide range of power.
SS8CG4 The student will analyze the role of the judicial branch in Georgia state government.

a. Explain the structure of the court system in Georgia including trial and appellate procedures and how judges are selected.

b. Explain the difference between criminal law and civil law.

c. Describe the adult justice system, emphasizing the different jurisdictions, terminology, and steps in the criminal justice process.

d. Describe ways to avoid trouble and settle disputes peacefully.

e. Evaluate how the judicial branch fulfills its role in interpreting the laws of Georgia and ensuring justice in our legal system.

Georgia's court system has two different types of courts.

**Trial Courts** deal with trials – where the law is examined according to the actions of a person. Some trial courts have juries. Trial Courts are state court, superior court, probate court, magistrate court, and juvenile courts.

**Appellate courts** deal with appeals – appeals are cases that are looked over to determine if they followed the law correctly (if they are constitutional). There are only two appellate courts in Georgia – the Supreme Court and Court of Appeals.

Judges in Georgia are chosen in different ways. Most of them are elected (in non-partisan elections – meaning they do not run as a Republican or Democrat), although other judges choose juvenile court judges.

**Civil Laws**

You broke my tanning bed! I'm suing you for ten million dollars!

**Criminal Law**

Um...when can I GTL?! Snook, you're sentenced to jail for 30 days!

In the adult justice system, all adults are given the right to a fair trial under the law and due process of law. The crime you commit (felony or misdemeanor) can depend on the court you are sent to and sentenced in. Superior Court is the highest trial court in the state of Georgia, while regular state courts deal with more minor crimes.

Jurisdiction also applies. Jurisdiction is the area the law can cover. For example, the Georgia Supreme Court does not have South Carolina in its jurisdiction. Some courts cover certain counties and districts.

In Georgia, our standards want you to know how to avoid trouble and settle disputes peacefully. Some disputes can be settled out of court with a mediator – someone who resolves disputes out of court. Other ways to avoid trouble – well, should be applied using common sense.

The job of the court system in Georgia is to make sure that the laws are interpreted correctly. All court cases can be appealed, although the Supreme Court and Court of Appeals may or may not choose to listen to the appeal.
SS8CG5 The student will analyze the role of local governments in the state of Georgia.

a. Explain the origins, functions, purposes, and differences of county and city governments in Georgia.
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.
d. Evaluate the role of local government working with state agencies to administer state programs.

While local government may be as fun as a big cup of hot chocolate on a 100 degree day, let's be honest - local government has a say-so and plays a part in our everyday lives.

<table>
<thead>
<tr>
<th>County Government</th>
<th>City Government</th>
<th>City and county governments are very similar. Both provide services to the people within their jurisdiction (the area they cover). However, both the city and county governments function differently. Counties are headed up by commissioners, and cities are governed by either a mayor, a city council, or a city manager.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Origins</td>
<td>Created by Georgia’s constitution to be identical.</td>
<td>Cities are created by the state and have to meet certain requirements.</td>
</tr>
<tr>
<td>Functions</td>
<td>Provide services and protection — like police/fire, school districts, transportation, public utilities, parks and rec department, etc.</td>
<td>Provide services and protection — cities MAY provide services like police/fire, school districts, public transportation, etc. Services depend on city’s charter and size.</td>
</tr>
<tr>
<td>Purposes</td>
<td>To protect and serve people</td>
<td>To protect and serve people</td>
</tr>
<tr>
<td>Differences</td>
<td>Led by a group of elected commissioners</td>
<td>Led by a mayor, city council, or a city manager (depending on the form of government)</td>
</tr>
</tbody>
</table>

There are three different forms of city governments. They are –

1. **The weak mayor council** — in this form of city government, the mayor is a figurehead (no real power — just looks pretty). He/she has very limited power. The city council (the people in cities that make laws) has most of the power in this form of government.

2. **The strong mayor council** — in this form of government, the mayor is, well, strong. He/she has executive powers. He/she can veto (deny) or approve bills (wannabe laws). Atlanta has a strong mayor.

3. **The council-manager form** — in this form of government, the city council has legislative powers. The city council chooses a city manager to handle the budget and other city functions.

A special purpose government (also known as a special-purpose district) is a part of the government that is self-sufficient and performs a certain, special purpose. For example, MARTA is an Atlanta special-purpose district. School systems are special purpose districts, too. They perform special purposes!

Local governments ALWAYS have to work with the state to make sure laws are enforced. For example, the school systems have to work with the state to make sure that they meet state guidelines. Police departments have to make sure that state laws are followed/updated. The local government follows state/national rules at all times!
SSCG6 The student will explain how the Georgia court system treats juvenile offenders.

a. Explain the difference between delinquent behavior and unruly behavior and the consequences of each

b. Describe the rights of juveniles when taken into custody.

c. Describe the juvenile justice system, emphasizing the different jurisdictions, terminology, and steps in the juvenile justice process.

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

A juvenile in the state of Georgia is someone who is under the age of 17. Juveniles in Georgia are protected under the law, but there is still a process to deal with juvenile crime.

In Georgia, there is a difference between unruly behavior and delinquent behavior. Unruly behavior is a behavior that a juvenile should not participate in (but an adult can). For example, drinking alcohol is an unruly behavior. But delinquent behavior is a crime for adults and juveniles. Juveniles and adults cannot commit murder—this is an example of a delinquent behavior.

As a juvenile, you have many rights. Some of these rights include the right to a lawyer, to provide witnesses, to remain silent (your Miranda Warning rights), the right to appeal, and the right to have a transcript of your trial. These rights are pretty much the same as adult rights. You do not have a jury trial and are more protected under the law because you are a ward of the state.

The Seven Delinquent behaviors, often called the "seven deadly sins," are seven crimes that are considered very bad in Georgia. If you are juvenile and you commit one of these crimes (no matter the age) you are CHARGED as an adult.

These crimes are:

1. Aggravated child molestation
2. Aggravated sexual battery
3. Aggravated sodomy
4. Murder
5. Rape
6. Voluntary manslaughter
7. Armed robbery with a firearm

For a more detailed definition, please ask your teacher.

There are steps in the juvenile justice process. If you are arrested as a juvenile, you have a 1) probable cause hearing to determine if you will be detained or not, 2) next, you have an adjudicatory hearing, where a judge hears your case. Then, you have a 3) dispositional hearing, where the judge decides innocence or guilt in your case (no jury).

The courts can also determine if you have been deprived—this means that they can decide if your parents took good care of you or not and they can take you away from your parents if you are being neglected.
The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.

The term "economics" deals with money – how to make it, keep it, and even lose it. Georgia has several economic standards to help you understand how the state makes money and has made money throughout time.

The timeline below details Georgia’s main products and services throughout history:

- **Mulberry trees, indigo, rice, grapes for wine**
- **Cotton and Tobacco “King Cotton Era”**
- **Georgia still produced cotton, but with a focus on textiles (cotton mills). Coca-Cola was invented.**
- **Planes, liberty ships, supplies for WWII**
- **Peanuts, pecans, peaches, onions, blueberries, Georgia-Pacific, Delta, and Home Depot established. Coca-Cola grows.**

- **Trustee Era**
  - 1732-1752

- **Royal Colony – Civil War**
  - 1752-1865

- **Reconstruction – Roaring 20s**
  - 1865-1920

- **WWII Era**
  - 1939-1945

- **Modern Era**
  - WWII-Present

Georgia’s economic beginnings started with the Native Americans, who “bartered,” or traded goods like corn, deer skins, and pumpkins. European explorers determined that Georgia has a very warm climate. Because of this, it was known as a place for agriculture for centuries. Colonial Georgia was known for producing mulberry trees, indigo, rice, and grapes for wine, though none of these crops were successful. Over time, and after slaves were allowed in the colony, Georgia evolved – producing cotton and tobacco (mostly cotton). After the Civil War, even when cotton fields were destroyed, Georgia still turned to cotton. A focus on textile mills (cotton mills) developed after the Civil War, with cotton being the main crop until the boll weevil eradicated Georgia’s cotton crop in the 1920s. During the Depression, Georgia produced very little, but this changed during WWII, when Georgia produced ships, planes and military supplies for the war. Today, Georgia is known for peanuts, pecans and peaches. Our major companies Coca-Cola, Georgia-Pacific, Delta, and Home Depot provide goods and services for people throughout the world.

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

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

b. Explain how the four transportation systems from SS8G2 contribute to Georgia’s role in trade.

Georgians have been trading since the early Native Americans used a barter economy to get things they wanted or needed. *(A barter economy is where you do not use money - you trade one good or service for another good or service.)* Over time, Georgia began to trade goods it produced easily, like cotton during the Antebellum Era. Today, we use our four transportation systems to import (bring in) or export (send out) goods (like peaches) and services (like Delta).

**The Deepwater Ports** – Savannah and Brunswick are used to send out goods on cargo ships and bring in international goods on cargo ships.

**The Railroads** – often take goods from Savannah and Brunswick ports and haul them throughout Georgia.

**The Interstate Highway System** – Used to transport imports and exports from all over the nation.

**Hartsfield-Jackson Airport** – Can bring in and send out imports and exports from all over the world.

<table>
<thead>
<tr>
<th>Barter Economy:</th>
<th>Trading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="barcode" alt="Barter Economy" /></td>
</tr>
</tbody>
</table>
### Terms:

- **An entrepreneur** is someone who starts his/her own business.
- **Profit** is money you make after expenses.
- **Incentives** are reasons people want to become entrepreneurs.
- **Risks** are bad things that could happen because of your business decision.

When you think about an entrepreneur, think about Alonzo Herndon. He took a huge risk when he started his barber shop, the Crystal Palace, and when he invested his money in the Atlanta Mutual Life Insurance Company. He could have lost everything, or during this time period, he could have been harassed or killed due to his race. His incentive was wealth (and if you remember the Georgia Stories about his house - he made a lot of money!) and the profit is his business would make. Alonzo was successful because he was able to make smart business decisions and he understood what was worth taking a risk. He made wise investments.

### Georgia has four companies started by entrepreneurs that are mentioned in the standard. These companies bring in a lot of jobs and money into the state of Georgia. These are Coca-Cola, Georgia-Pacific, Delta, and Home Depot.

<table>
<thead>
<tr>
<th>Company</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coca-Cola</td>
<td>Was created by John Pemberton in 1886 as a headache medicine and &quot;nerve tonic,&quot; but it evolved into a soft drink after the Coca-Cola syrup was mixed with carbonated water. Coca-Cola was made famous by Asa Candler, who further developed the product after Pemberton's death. Today, Coca-Cola is one of the most internationally known companies in the world and makes enormous profits.</td>
</tr>
<tr>
<td>Georgia-Pacific</td>
<td>Is a company that uses trees to produce paper products as well as building supply products. This company was created in 1927 by Owen Cheatham. Today, Georgia-Pacific operates on both the east and west coasts (why it has the name Georgia-Pacific) and employs thousands.</td>
</tr>
<tr>
<td>Delta Airlines</td>
<td>Was created in 1924 by B.R. Coad and C.E. Woolman. It started as a crop dusting company and evolved into a commercial airline company. Its hub or base is Atlanta at Hartsfield-Jackson International Airport. It is the largest commercial airline company in the world and employs over 80,000 people.</td>
</tr>
<tr>
<td>The Home Depot</td>
<td>Is a set of home improvement chain stores created by Bernie Marcus and Arthur Blank (the owner of the Falcons). These stores have made billions of dollars due to the &quot;do-it-yourself&quot; approach that became wildly successful. (They took a risk and made a profit, yo!)</td>
</tr>
</tbody>
</table>
The student will identify revenue sources for and services provided by state and local governments.

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

Taxes. Everyone loves talking about taxes. Right? Benjamin Franklin said that the only certain things in life were “death and taxes,” and he’s right! However, you need to know that taxes go to fund a lot of privileges that you enjoy.

Revenue is money that the state takes in. The state can take in this money through different ways.

Sales Taxes – These are taxes that on things you buy. Sales taxes can be 6-8 percent depending on which county you live in. (Think that ice cream is a dollar? Try $1.07?)

Income Taxes – These are taxes on your paycheck. When you get your first job, taxes will be taken out on your income – usually around ¼ of your paycheck will pay for federal and state taxes.

Property Taxes – Property, too?! Yes! Property taxes are taxes on your property (house, camper, boat, etc).

Federal Grants – This is money that the federal (national) government gives to the states.

If you look at the pie chart to your left, you will see how Georgia decides to spend its revenue that it takes in.

This pie chart is from 2011. According to the Georgia Constitution, over 50% of the budget MUST go to education. The chart shows you how the state makes its choices. The governor sets the budget and the members of Georgia’s House of Representatives can create bills about the state budget.

Unlike our national government (which is trillions of dollars in debt), the Georgia Constitution says that our budget must be balanced. Because of this, Georgia’s governor and General Assembly must make choices about which state agencies get their funding cut. If Georgia’s revenues are up, then the state is able to fund its agencies more effectively. If the revenues are down, Georgia must then work to take away funding from certain state agencies (the General Assembly and governor make those choices).
Jim Bob makes around $20,000 a year. $20,000 a year is Jim Bob's income. His income is the money he makes. That leaves Jim Bob with around $1,200 dollars a month, after taxes.

Jim Bob's Bills:

- House payment: $500
- Farm Equipment bills: $300
- Groceries: $150
- Power bill: $150
- Cell phone: $50
- Car payment/insurance: $300

Total: $1,450 a month

Waitaminute...Jim Bob only makes $1,200 dollars a month...he spends $1,450 dollars!! He is spending (or consuming – using to buy goods and services) more than he is saving (or keeping and not spending). Poor Jim Bob.

Jim Bob has to buy things on credit, which means he borrows money and is charged interest. Jim Bob uses a credit card to buy fertilizer, seeds, and other farming materials. The credit card company gives Jim Bob the money that he needs.

HOWEVER, he has to pay interest on this money, which means the credit card company charges him 10% interest to borrow their money. Jim Bob is in trouble! Debt is scary!

Jim Bob needs to think about how he can invest his money instead of how he can spend it. Investing is an idea where one puts money into a project or an idea in hopes of making money. However, there is always a risk with an investment – you can make money through an investment, but you can also lose money. Jim Bob should choose wisely.

Look back at Jim Bob's expenses. What are some ways that Jim Bob can save money?

Think about an investment Jim Bob could make. Should he invest in the stock market, a business, or real estate? Or, should he think about an agricultural investment since he is a farmer?
Unit 1: Geog. of GA/GA’s Beginnings

I. Where in the World is Georgia?
1. _______________ Region of the United States.
2. _______________ Nation that Georgia is a part of
3. _______________ Continent that the state of Georgia is located in
4. _______________ Two Hemispheres that Georgia is located in

II. Georgia’s Regions and Features
5. _______________ Region with the largest population (contains metro Atlanta)
6. _______________ Smallest Geographic region (land area)
7. _______________ Largest Geographic region (land area)
8. _______________ Region that receives the most rainfall (80 inches per year)
9. _______________ Textile and carpet industries in GA are based in this region.

Label the 5 Regions of Georgia:
Label the 6 major Physical Features in Georgia:

III. More Regions and Features...
21. ________________ Largest freshwater wetland (swamp) in Georgia; contains more than 400 species of animals

22. ________________ River that is the natural boundary between GA and S. Carolina

23. ________________ List 3 primary functions of the Savannah/Chattahoochee rivers

24. ________________ St. Simons and Tybee are examples of which physical feature

25. ________________ Tallest peak in Georgia (part of the Appalachian Mtns.)

IV. Prehistoric Peoples
26. ________________ Beliefs, traditions, types of art, and lifestyle of a group

27. ________________ Another name/word for a dwelling

28. ________________ Device used by Paleo and Archaic Indians to throw spears farther distances

29. ________________ Most advanced (recent) prehistoric group of Native Americans

30. ________________ Built mounds between 1000 BC and AD 1000 to use for burials and in religious ceremonies
Unit 2: Exploration and Georgia Colonization

I. Exploration of the New World
1. _______________ Spanish explorer; in 1540, first person to explore Georgia
2. _______________ Disease, from Europe, that killed many Native Americans
3. _______________ Church started by Spain to convert people to Catholicism
4. _______________ Three primary reasons Spain explored the New World
5. _______________ Three major European countries competing for the New World

II. Georgia as a Trustee Colony
6. _______________ Name of the first settlement (city) in Georgia
7. _______________ Signed the Charter of 1732 which created GA
8. _______________ "Father of Georgia"; Founder and Head Trustee of Georgia
9. _______________ Number of Trustees that lead GA during the Trustee Period
10. _______________ Served as interpreter for Oglethorpe and Tomochichi
11. _______________ Yamacraw Chief that assisted Oglethorpe and the GA colonist
12. _______________ First city built by the Salzburgers in Georgia
13. _______________ Dissatisfied Georgia colonists; Most came from Scotland
14. People unable to pay their bills; imprisoned in Great Britain

15. Name three (3) reasons for the founding of Georgia

III. Georgia as a Royal Colony

16. Type of colony GA became after the Charter of 1732 expired

17. Title of the person who controlled (governed) Royal Colonies

18. Name the three (3) Royal Governors of Georgia

19. Georgia’s longest serving Royal Governor

20. Country that controlled the Florida Territory

21. Economic system where you export more than you import

22. Three rules/laws the Trustees enforced for Georgia; changed during Georgia’s time as a Royal Colony

23. Person, considered property, forced to work for their owner

24. Religion that was not allowed to settle (live in) Georgia

25. War that ended the Royal Period of Georgia’s history
Unit 3: Rev., Statehood, and Westward Expansion “Almost There”

I. Causes of the American Revolution

1. ______________________ Conflict between France and Great Britain where both sides allied with several Native American Tribes

2. ______________________ Law that placed taxes on all paper goods and products

3. ______________________ Document, created by King George III, that awarded all land west of the Appalachian Mountains to Native Americans; angered Georgia colonists

4. ______________________ Set of four laws created to punish the Massachusetts colony for the Boston Tea Party

5. ______________________ Document that stated the colonies were free of British control

6. ______________________ Three Georgia signers of the Declaration of Independence

II. The American Revolution

7. ______________________ Female Georgia patriot who captured and killed a group of Tories (Georgians loyal to Britain) during the Revolution.

8. ______________________ African American soldier wounded in the Battle of Kettle Creek; responsible for saving Elijah Clarke’s life

9. ______________________ Led Georgia’s militia to victory over 800 British soldiers

10. ______________________ Colonists who favored the colonies gaining independence from the British

11. ______________________ Colonists who favored remaining under British control

12. ______________________ American Revolution battle in GA; victory for Georgia as the militia were able to defeat and gain supplies from the British

13. ______________________ American Revolution battle in GA; loss for Georgia as the militia and continental army failed to retake GA’s capital city from British control

III. Governing Documents

14. ______________________ Georgia’s first constitution; document adopted in Savannah that created Georgia’s first unicameral government

15. ______________________ First United States (federal) constitution; created a weak central government and was eventually replaced by our current constitution
IV. Westward Expansion

16. Two representatives from GA that helped to write the new constitution at the Constitutional Convention of 1787

17. First land grant university; meant to educate all white men regardless of whether they were poor or wealthy

18. Georgia’s third capital city from 1796 to 1807; moved to this location after GA’s population continued to move westward

19. Two largest church denominations in Georgia after the American Revolution; spread across the state as the population moved westward

20. Method used to distribute land by giving up to 1,000 acres of land to white men (considered the head of the family)

21. Method used to distribute land; white men, orphans, and widows were allowed to buy tickets used to determine the area of land they were given

22. Machine, invented by Eli Whitney in 1793, that separated seeds from cotton

23. A new, faster and efficient mode of transportation in Georgia; reduced the need for horses, stagecoaches, and boats; important to the establishment of the city of Terminus (which was later renamed Mithasville and Atlanta)

V. Indian Removal

24. Creek leader in the Oconee War between Creek and Georgia pioneers; worked to centralize powers within Creek society and protect Creek lands

25. Leader of the Creek Nation from 1810 – 1820 who signed the Treaty of Indian Springs; murdered by the police force he created after giving away all Creek lands in GA (after being bribed)

26. Cherokee Indian who created the written Cherokee language (syllabary)

27. Became the principal chief of the Cherokee in 1827; established a written constitution for the Cherokee Nation using the syllabary

28. The discovery of gold in this Georgia city led to the forced removal of the Cherokee Indians (known as the Trail of Tears)

29. Chief Justice of the US Supreme Court; ruled in Worcester v. Georgia that the Cherokee territory was not subject to state law

30. American general that became a US president; assisted in the forced removal of the Creek and Cherokee Indians from Georgia
I. Antebellum Georgia

1. __________ Agreement between northern and southern states; admitted California as a free state and New Mexico and Utah could vote on slavery.

2. __________ New political party that opposed slavery; created prior to the Civil War

3. __________ One of the major causes of the American Civil War; belief that the interests of a state take precedence over the national government.

4. __________ Forced labor; provided most of the labor in the south during Antebellum

5. __________ People who worked/fought to get rid of slavery

6. __________ Legal theory that states had the right to invalidate (not follow) any law they believed to be unconstitutional

7. __________ Slave whose case went to the U.S. Supreme Court; argued that he was free because he had lived in a free state; U.S. Supreme Court decided in favor of the owner ruling that slaves were property

8. __________ American President during the Civil War; elected President in 1860

9. __________ Main way that the people in the North made money (Def.: Manufacturing activity whose purpose is to create, or make, something useful)

10. __________ Main agricultural (farming) product produced in the South; the economy of the south was based on this product

II. The Civil War

11. __________ Northern war strategy; close off southern ports to keep the south from exporting and importing goods

12. __________ Document issued by Abraham Lincoln that declared freedom for all slaves in states that were still in rebellion against the Union if they did not surrender; took effect on January 1, 1863

13. __________ Civil War battle near Sharpsburg, Maryland, on September 17, 1862; bloodiest single day battle of the American Civil War

14. __________ Main Confederate general (Commander of the Confederate Army); led the Army of Northern Virginia in the battles of Gettysburg and Antietam; surrendered to the Union at Appomattox Courthouse on April 9, 1865
Union general that led the March to the Sea and the burning of Atlanta

Confederate Civil War prison where thousands of Union soldiers died from dehydration, starvation, and/or disease

Civil War battle where the Union won control of an important railroad center near Chattanooga, Tennessee

Civil War battle over three days (July 1 to July 3, 1863); Union won while suffering 23,000 casualties; Confederacy suffered 28,000 casualties

III. Reconstruction

Colleges, such as Morehouse College, began through the work of this organization which was created to help freed slaves after the Civil War

Constitutional amendment that abolished slavery

One of the first black men to win election to Georgia’s General Assembly in the election of 1867

Period of time, after the Civil War, when the South was required to undergo political, social, and economic change in order to reenter the United States

Constitutional amendment that granted citizenship to freedmen; required freedmen to be given “equal protection under the law”

Secret organization that was created after the Civil War; terrorized blacks to try and keep them from voting

Constitutional amendment that gave all males the right to vote regardless of race/ethnicity
Unit 5: The New South

I. Economics of the New South

1. __________________________ Group of three wealthy men (Joseph E. Brown, Alfred H. Colquitt, John B. Gordon) that led the Georgia Democrats and tried to help the wealthy, white citizens of Georgia during the New South.

2. __________________________ New political party that was formed during the New South; supported farmers and African Americans in the South.

3. __________________________ Georgia reformer that worked to improve child labor laws and prison conditions; served as the first female U.S. Senator.

4. __________________________ Person known as “the voice of the New South” and “the father of the New South”; used his influence working for the Atlanta Constitution to persuade Northerners about the South’s ability to be industrial; helped to organize the International Cotton Exposition.

5. __________________________ Georgia politician and leader of the Populist Party; created the RFD Bill that delivered mail to rural areas for free; assisted poor Georgians and farmers.

6. __________________________ Event held in 1881 and 1895; created to show the economic recovery and potential of the South after Reconstruction; tried to get businessmen to invest money in Georgia by building factories (industry).

7. __________________________ Racial violence between white and black citizens in 1906; began as a result of false accusations against black citizens (raping and murdering white women) published in the Atlanta Journal and Atlanta Constitution.

8. __________________________ Jewish factory manager accused of killing a 14 year old white girl named Mary Phagan; he was sentenced to death but the sentence was later changed to life in prison; kidnapped and lynched (hung) in Marietta.

9. __________________________ The Ku Klux Klan was reborn in Georgia after they lynched the man who was accused of murdering Mary Phagan – what was this group called?

10. __________________________ System of voting used in local and state elections which gave small, rural counties more voting power; later declared unconstitutional in 1962.

II. Social and Political Change

11. __________________________ Laws passed to establish segregation among black and white citizens.

12. __________________________ Rules used to take away African Americans right to vote; included the use of the Poll Tax, Owning of Property, and Literacy Tests.
13. ________________ U.S. Supreme Court case that upheld segregation; centered around a multi-racial man that was arrested for sitting in the “White Only” railroad car.

14. ________________ Events such as race riots, lynchings, the Leo Frank case, and terrorist acts by the Ku Klux Klan were results of what type of violence?

15. ________________ Founder and President of Tuskegee University; believed education for African Americans was the key to obtaining social and political equality; gave the famous “Atlanta Compromise” speech in 1895.

16. ________________ Atlanta University professor; believed African Americans should form organizations in the fight against discrimination and segregation; worked with the Niagara movement and the NAACP in New York.

17. ________________ President of Atlanta University; helped to create the NAACP; worked with his wife to better the lives of African Americans in Atlanta.

18. ________________ Atlanta businessman (barber and owner of Atlanta Mutual Insurance Company); became the wealthiest African American in Atlanta.

19. ________________ Constitutional Amendment that gave women the right to vote.

20. ________________ The 1st major organization for African American rights; created through the work of the Niagara Movement.

**III. Georgia and the Great War**

21. ________________ France, Russia, Great Britain, Belgium, Serbia and the United States were a part of the ??????????? Powers in WWI.

22. ________________ Archduke from Austria-Hungary; his assassination started WWI.

23. ________________ American President during WWI; hoped to keep the United States neutral at the beginning of the war.

24. ________________ Austria-Hungary, Germany, Bulgaria and the Ottoman Empire made up the ??????????? Powers in WWI.

25. ________________ The Treaty of Versailles made what European country accept blame for WWI and pay $33 Billion in war reparations?

26. ________________ Two events/causes were the reasons the United States entered WWI.

27. ________________

28. ________________ WWI was also known as the “Great War” and “the war to ???????????.

29. ________________ Two main functions of the military bases (such as Camp Benning, Fort McPherson, Camp Gordon, and Camp Hancock) in GA during WWI.

30. ________________

**Bonus Question (15 Points)** – What popular soft drink was created in Atlanta, by Dr. John Pemberton, during the New South? (*Hint – World of...*). ________________