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| **Course** | Grade 8 Social Studies | **GaDOE Unit** | Unit 6: Developing National Identities |
| **GSE Standard** | SS8H7 Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era.  b. Analyze how rights were denied to African Americans or Blacks through Jim Crow laws, Plessy v. Ferguson, disenfranchisement, and racial violence, including the 1906 Atlanta Riot. | | |
| **Essential Question** | How were African Americans’ political rights denied through disenfranchisement, Jim Crow laws, and racial violence? | | |
| **Lesson Materials** | | **Key Vocabulary, People Events** | |
| Lesson 1: Navigating Through Segregation  [PowerPoint](https://www.fultonschools.org/cms/lib/GA50000114/Centricity/domain/273/loc%20lesson%20plans/Navigating%20Through%20Segregation%20TPS%20Focus%20Lesson.pptx)  [Handout](https://www.fultonschools.org/cms/lib/GA50000114/Centricity/domain/273/loc%20lesson%20plans/Navigating%20Through%20Segregation%20Worksheet.docx)    Lesson 2: New South  [PowerPoint](https://www.fultonschools.org/cms/lib/GA50000114/Centricity/domain/273/loc%20lesson%20plans/New%20South%20TPS%20Focus%20Lesson.pptx)  Primary Sources  [“In Georgia.” Puck, April 11, 1900. Facsimile of magazine cover.](http://www.loc.gov/exhibits/naacp/prelude.html#obj7)  [Reading the Fine Print: The Grandfather Clause in Louisiana, 1898. History Matters.](http://historymatters.gmu.edu/d/5352/)  [Anti-Poll Tax Button, 1940s. National Museum of American History.](https://americanhistory.si.edu/democracy-exhibition/vote-voice/keeping-vote/state-rules-federal-rules/poll-taxes)  [Alabama 1965 Literacy Test](https://www.ferris.edu/HTMLS/news/jimcrow/pdfs-docs/origins/al_literacy.pdf)  [Ida B. Wells-Barnett Lynch Law in Georgia. Chicago: Chicago Colored Citizens, 1899.](http://www.loc.gov/exhibits/naacp/prelude.html#obj6) Page 9-10  [Letter to the Attorney General Regarding Mob Violence](https://www.docsteach.org/documents/document/letter-mob-violence)  [Georgia’s Jim Crow Laws](https://fultonk12.sharepoint.com/:b:/s/tpsarchitectsgastudies/EZeGEcW5f95HhZL50wS0I48BFgyKC3tkHvrLYx6Kosbu0A?e=VRaT8y)  [Primary Analysis Tool](https://fultonk12.sharepoint.com/:b:/s/tpsarchitectsgastudies/EVS15es_SJZGtsWnXwQYQBIBpc9nWEJ-R7TwJNBQvh1aqA?e=4%3anjK3UJ&at=9) | | Disenfranchisement  Jim Crow  Racial Violence  New South  Segregation  Grandfather Clause  Poll Tax  Literacy Test  Lynching  1906 Atlanta Riot  Alonzo Herndon  Plessy v. Ferguson | |
| **Assessment—Exit Ticket Questions** | | **Student Exemplar Responses to the Exit Ticket may include:** | |
| 1. What is disenfranchisement?   * 1. A form of racial violence.   2. To deny a person the right to vote.   3. State and local laws that enforced segregation.   4. Henry Grady’s economic vision for the South.   2. Select ALL that apply. Which of these are economic, social, or political changes during the New South Era?   1. An increase of tobacco factories and textile mills in the South. 2. A decline in economic competition from African Americans. 3. More rights extended to African Americans. 4. An increase in economic competition from African Americans. 5. A decrease in the measures used to stop African Americans from voting.   3. Describe the methods used during the New South Era to deny African Americans their constitutional rights. Provide specific examples. | | 1. B  2. A and D.  3. African Americans’ rights were denied during the New South Era using several different methods. White supremacists were growing uncomfortable with the increased economic and political competition from African Americans. As a result, local white communities actively disenfranchised black voters by utilizing racial violence to scare them from using their political rights. Although they could vote, African Americans avoided the polls in fear of being targeted by racial violence. Furthermore, if blacks did have the courage to vote many would have to overcome other obstacles such as poll taxes or literacy tests. This way blacks found it difficult to understand the tests or even afford to vote. Additionally, state and local laws supported the denial of African Americans’ rights by passing Jim Crow Laws. These laws enforced segregation by requiring the separation of races. This method prevented African Americans from exercising their social power as well. | |

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| **Teacher Notes** |
| This lesson is intended to provide a realistic snapshot of the South after the end of the Civil War. The South suffered economically because the region had to redesign its core economic underpinning in order to survive the aftermath of the war. Although the region’s economy was primarily agrarian, Henry Grady and others knew that the South had to keep up with the growing effects of the Industrial Revolution. Thus, Grady suggested a new economic vision for the South to introduce more manufacturing by building more factories and investing in commerce. The “New South,” ultimately, would change very little for the South’s economy, but they could boast a slight increase in factories and mills that would eventually begin the long road to diversify their market.  More importantly, Southern people had to deal with these changes. The antebellum South left a bitter legacy that was very difficult to overcome. Although African Americans were suppose to be enjoying the fruits of the 14th and 15th amendments, white supremacists worked tirelessly to reverse the gains of the war. Groups such as the Ku Klux Klan utilized several tactics to hinder African Americans’ economic, political, and social rights. These tactics include the grandfather clause, poll tax, literacy test, lynching, and riots. Furthermore, state and local governments also supported these measures by passing Jim Crow Laws that allowed segregation in order to maintain the status quo.  These tactics are a fascinating introduction into the Great Depression from a unique perspective. Many of the tactics white supremacists and governments used would eventually undermine the economic security of the entire country. If African Americans’ businesses were not attacked during riots and allowed to thrive, the South might have recovered from the Civil War’s economic transition. Furthermore, if states did not have to fund separate facilities and instead put more money into creating new industries, the South might have also recovered more quickly. Ultimately, it’s the same tactics that these groups thought would save the country that actually contributed to the country’s economic downfall in the 1930s. |

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| **Lesson Sequence** | | |
| **OPENING**  Time: 8 – 12 minutes | | **Scaffolding Suggestions** |
| Begin the lesson by reviewing the standard and essential question. Next, show the image [“In Georgia](http://www.loc.gov/exhibits/naacp/prelude.html#obj7)” and asking some probing questions. Below is a list of possible questions:   * What type of people do you notice in the image? * What are the African Americans doing in the photo? * What is happening in the background of the photo? * What do you think this picture reveals about the essential question?   Finally, decode the essential question: How were African Americans’ political rights denied through disenfranchisement, Jim Crow laws, and racial violence? Use this opportunity to have the students write down the definition and complete the visual vocabulary activity on slide three. | | **If you notice students are struggling to recognize the images in the pictures, try asking them what they know about the Ku Klux Klan or sharecropping.**  **Before the students start working on the visual vocabulary activity, be sure to model this activity with the example provided on slide three.** |
| **WORK PERIOD**  Time: 25-30 minutes | | **Scaffolding Suggestions** |
| * Begin the work period by directly instructing the students using slides four through ten of the PowerPoint titled The New South.   + Use the Think Aloud breaks, probing questions, and primary sources built into the presentation to check for understanding. * Next, the students will complete the instructional strategy on the PowerPoint titled Navigating through Segregation: A Travel Diary Activity.   + Decide whether you’d like the students to move as a class or work individually on their own devices (this activity could also work well if the students can work with a partner).   + First, students will read and analyze the primary source attached to each pit stop. They can use TPS’ Primary Analysis Tool worksheet to help them comprehend the primary source.   + Then have the students write at least one paragraph in response to the travel diary entry’s writing prompt. | | **There are two Think Aloud breaks that will allow students to predict and process the information during direct instruction.**  **For the main instructional strategy, try modeling the first pit stop. Explain how to analyze a primary source using TPS’ Primary Source Analysis Tool and the parameters for the travel diary.** |
| **CLOSING**  Time: 15 – 20 minutes | | **Scaffolding Suggestions** |
| **Think Pair Share**  Have students reconsider the essential question: How were African Americans’ political rights denied through disenfranchisement, Jim Crow laws, and racial violence?  Now with a partner, students should discuss the tactics used and how the tactic helped deny African Americans their constitutional rights.  Finally, have the students share some of their diary entries with the class. After each student shares, have the class try to guess which tactic their entry describes and how their entry may have played out during that era. | |  |
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