

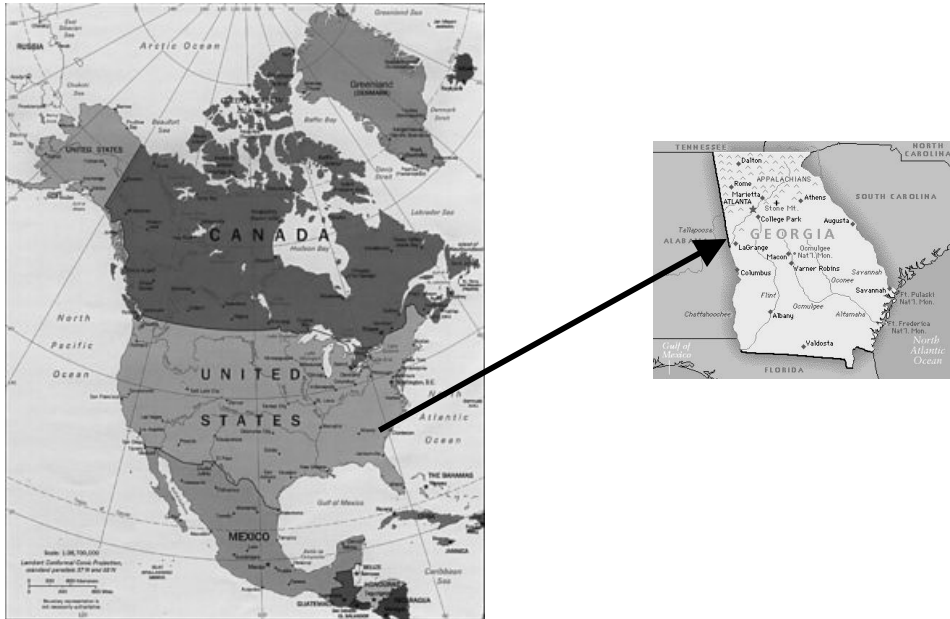
GA Studies Study Guide
Robert D. Stinson

UNIT 2 – Geography & Prehistoric Native American Traditions

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

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

- Georgia is located in the _____ and _____ hemispheres.
- Georgia is located on the continent of _____.
- Georgia is located in the nation of _____.
- Georgia is located in the _____ region of the United States.

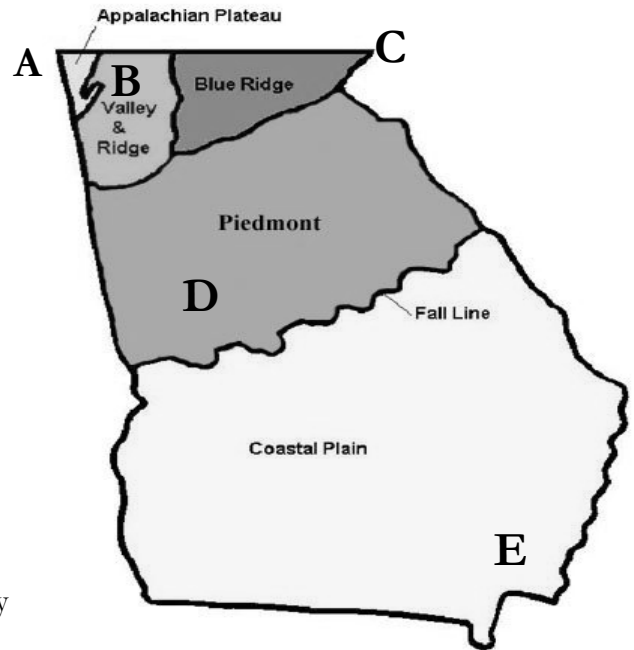


- Georgia is bordered by _____ states. Georgia is north of _____, east of _____, south of _____ and _____, and west of _____ and the _____.

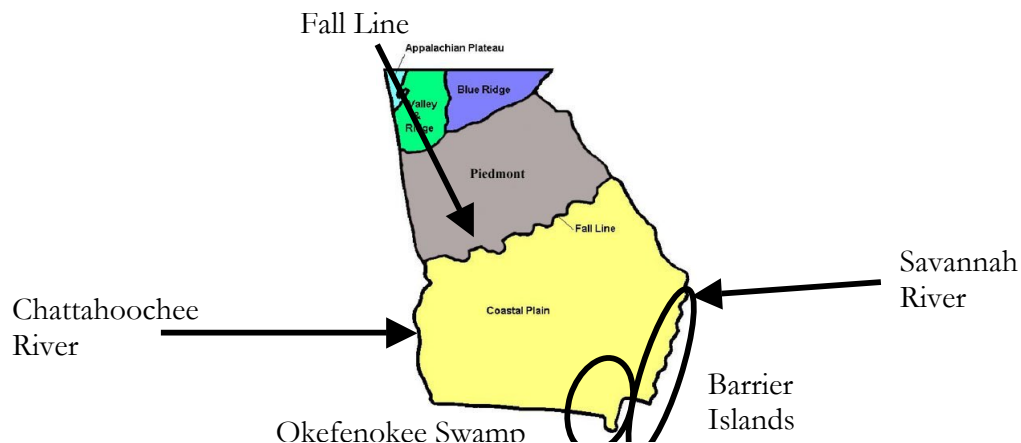


B. Describe the five physiographic regions of Georgia; include the Blue Ridge Mountains, Valley and Ridge, Appalachian Plateau, Piedmont, and Coastal Plain.

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



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



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

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

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



- In which of Georgia's regions would tourists most likely go hiking? _____

- What region attracts people who like to go to the beach? _____
- Why does Georgia have a longer growing season than northern states?

- Why do peanuts and cotton grow well in Georgia? _____

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

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

	Paleo-Indian	Archaic	Woodland	Mississippian
Time Period				
Technological Advancements (i.e., tools, weapons, pottery, etc.)				
Food Sources				
Organization (i.e., nomadic bands, cities, etc.)				
Evidence of Religion				

UNIT 3 – Exploration & Colonization

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

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

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

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

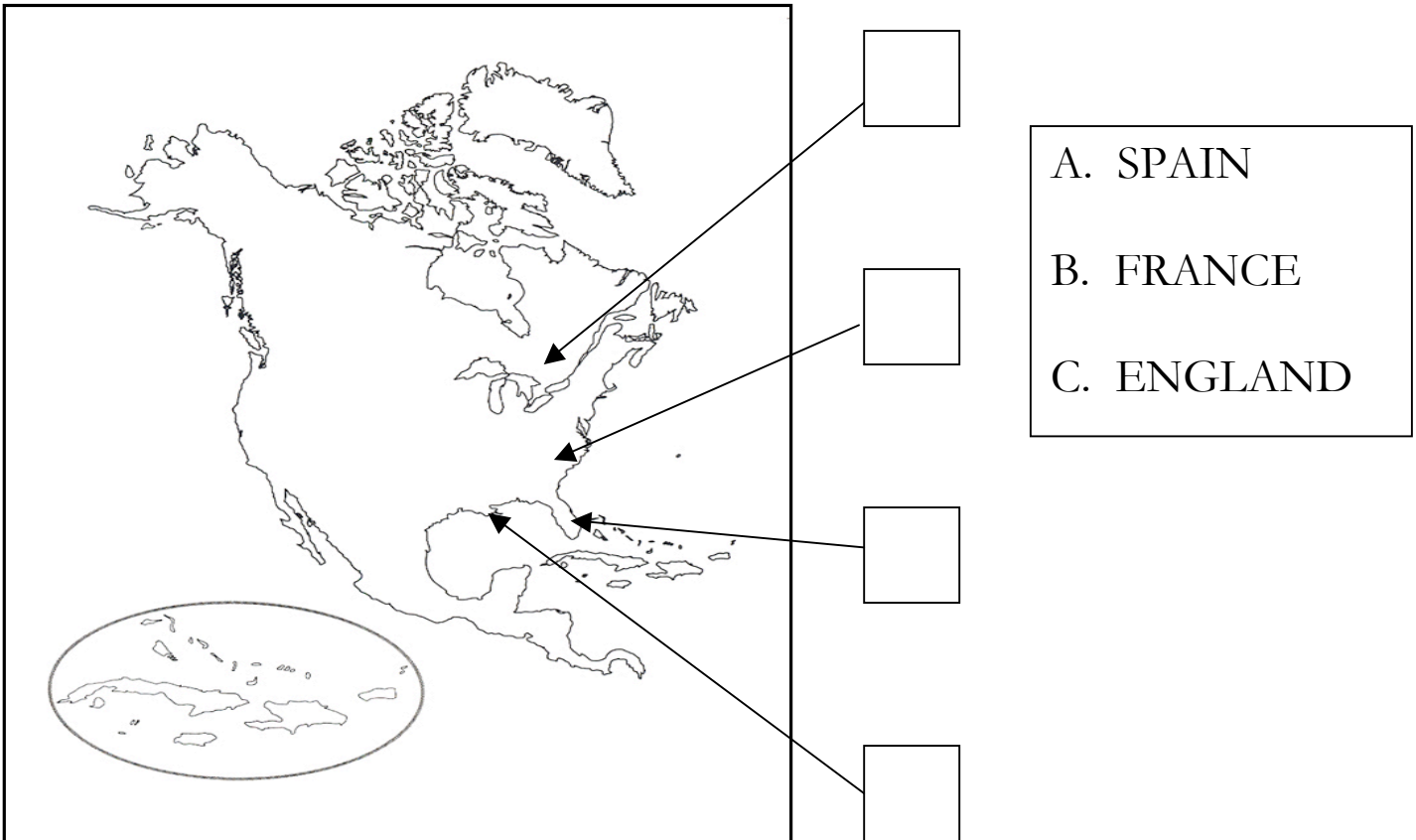
- The three goals of Spanish exploration in the New World were _____, _____, and _____:
 - _____ refers to the **religious** motivation to convert the Natives to Catholicism.
 - _____ refers to the **economic** motivation of discovering new sources of wealth for the Spanish Empire.

➤ _____ refers to the **military** motivation of conquering new lands for the Spanish Empire.

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

Name	Approx. Date	Nation	Description
Christopher Columbus			
Pope Alexander VI			
Conquistadors			
Hernando de Soto			
Three G's			
Spanish Missions			

Name	Approx. Date	Nation	Description
Sieur de La Salle			
King Henry VIII			
Spanish Armada			
Jamestown			
Samuel de Champlain			



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

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

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

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

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

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

- Georgia's first royal governor who was too stern and often had conflicts with the colonists was _____.
- Georgia's second royal governor, who was popular but too old and sickly, was _____.
- Georgia's third and most successful royal governor was _____. In order to recruit more settlers to Georgia, he established a system of land distribution, whereby heads of household would receive large amounts of land, in addition to land grants for each family member. This system was called the _____.
- Georgia's legislature, established during the Royal Period, was called the _____.
- How did Georgia's restrictions on slavery and land ownership change during the Royal Period?

UNIT 4 – Statehood

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

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

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

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

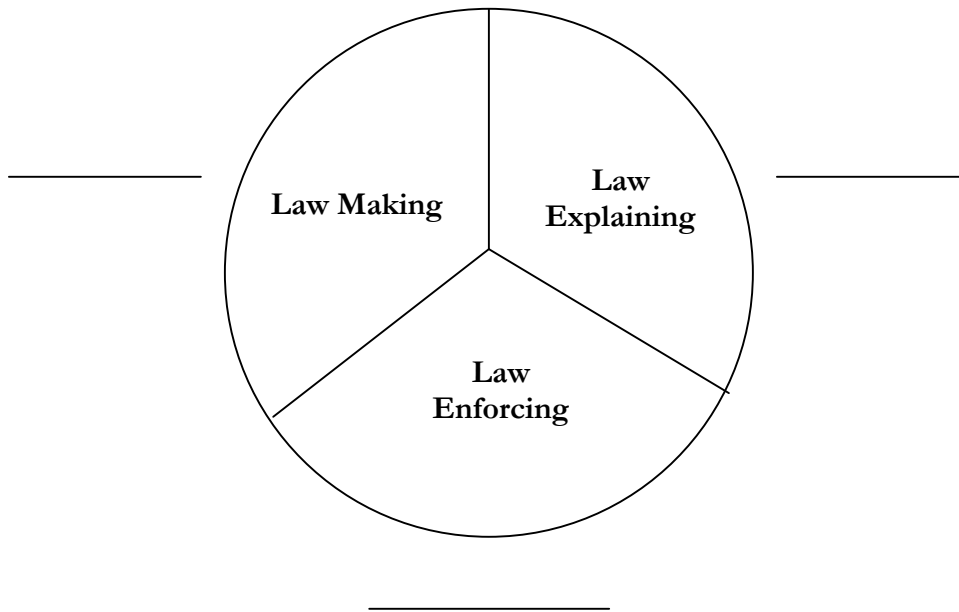
- The three Georgia delegates who signed the *Declaration of Independence* were _____, _____, and _____.
- Those who supported American Independence were called _____, and they lived primarily in the _____. Those who were loyal to the King of England were called _____, and they lived primarily around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

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

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

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

Basic Functions of Government



The Articles of Confederation

Description of the Legislative Branch Under the A.O.C.	
Description of the Executive Branch Under the A.O.C.	
Description of the Judicial Branch Under the A.O.C.	
Strengths of the A.O.C.	
Weaknesses of the A.O.C.	

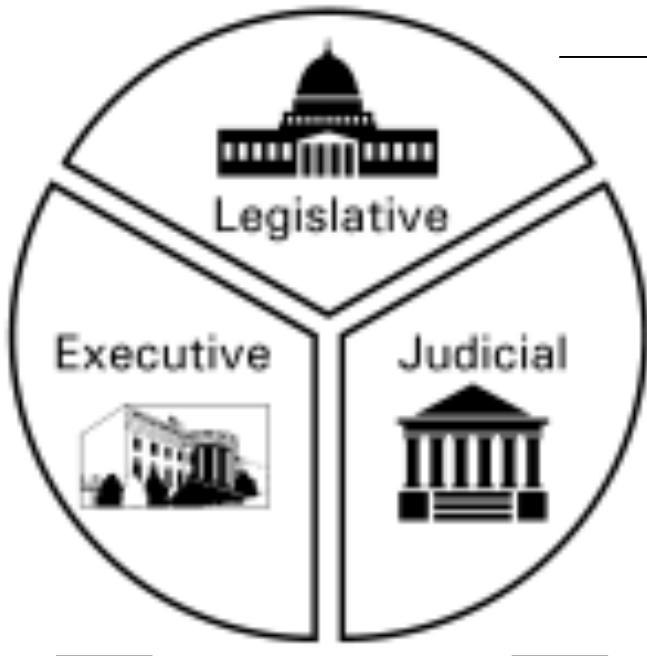
The Georgia Constitution of 1777

Description of the Legislative Branch Under the Constitution of 1777	
Description of the Executive Branch Under the Constitution of 1777	
Description of the Judicial Branch Under the Constitution of 1777.	
Strengths of the Constitution of 1777	
Weaknesses of the Constitution of 1777	

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

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

The U.S. Government under the Constitution



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

Georgia's Government under the Constitution of 1983



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

SS8H4 – The student will explain the significant factors that affected the development of Georgia as part of the growth of the United States between 1789 and 1840.

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

- The first public, land-grant institution of higher learning in American history was _____ . The charter for this university was written by _____ , who had signed the *U.S. Constitution* on behalf of Georgia.
- Throughout Georgia’s history, there have been _____ state capitals. These capitals moved further and further west, following Georgia’s _____. Georgia’s five capital cities are:
 - S _____
 - A _____
 - L _____
 - M _____
 - A _____
- The Georgia Governor most responsible for the rebuilding of churches after the Revolutionary War was _____ , who had also signed the *Declaration of Independence* on Georgia’s behalf. To the present day, Georgia’s largest Christian denominations are _____ and _____ .

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

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

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

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

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

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

the Chief Justice of the U.S. _____ ruled the Indian Removal Act unconstitutional.

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

UNIT 5 – Sectionalism, Civil War & Reconstruction

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

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

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

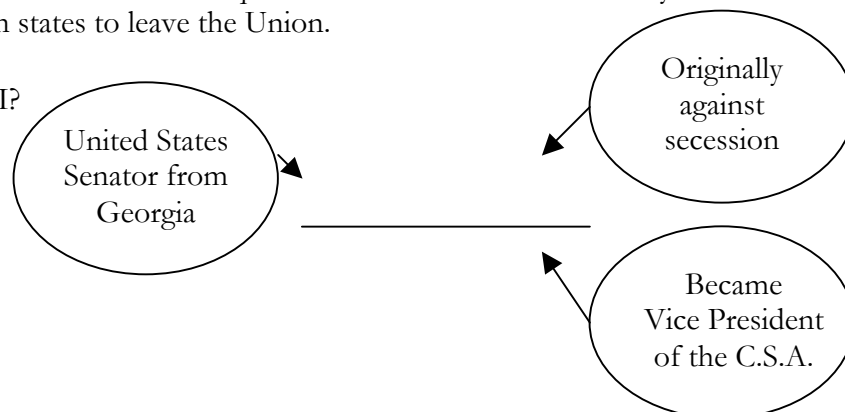
Compromise/Event	Date	Description	Why Does this Cause Conflict?
Missouri Compromise			
Nullification Crisis			
Compromise of 1850			
Georgia Platform to the Compromise of 1850			
Kansas-Nebraska Act			
<i>Dredd Scott</i> Decision			
Election of 1860			

- After the election of Abraham Lincoln in 1860, the seven states of the deep south chose to _____, or leave the Union. These states were:
- After fighting began at Ft. Sumter in April 1861, four states of the upper south chose to _____ from the Union. These states were:



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

• Who am I?



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

- The Civil War lasted from _____ to _____ and was fought between the _____ States of America (the North) and the _____ States of America (the South).
- Originally, President Lincoln's war aim/goal was **not to free the slaves**, but to preserve the _____.

- The major events of the Civil War included:

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

A. Gettysburg

_____ Fought in Sharpsburg, Maryland, this battle was the first major northern victory in the Civil War.

B. Sherman's Atlanta Campaign

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

C. Chickamauga

_____ The bloodiest battle of the Civil War. The Confederate army suffered a disastrous defeat here and would never recover.

D. Emancipation Proclamation

_____ The greatest battle ever fought on Georgia soil, this battle temporarily forced the Northern Army out of Georgia into Chattanooga. Although the South won the battle, the victory was costly, because the South could not replace the thousands of soldiers lost.

E. Union Blockade of GA's Coast

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

F. Sherman's March to the Sea

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

G. Antietam

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

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

- The period following the Civil War, from 1867 to 1877, in which southern states were brought back into the Union was called _____.
- There were two major plans for restoring the southern states to the Union:
 - Presidential Reconstruction:
 - Congressional Reconstruction:
- Congress was able to direct “Radical Reconstruction” policies because of Lincoln’s _____ in April 1865. The South was placed under military rule, and Georgia was placed under the leadership of General _____.
- During Reconstruction, three Amendments were added to the U.S. Constitution:
 - 13th Amendment:
 - 14th Amendment:
 - 15th Amendment:
- *** The controversial “equal protection” clause, which defines U.S. citizenship, is found in the _____ Amendment.**
- In order to assist former slaves in their transition to life as free men, Congress created the _____ in 1865. It provided food, clothing, medicine, and other supplies to freed slaves, and established schools to teach former slaves to read and write.
- To make a living, many former slaves remained on the farms to work as _____ or _____. Of the two, it was better to be a _____ because it meant that you owned your own tools and supplies.
- During Reconstruction, many black legislators were elected to the Georgia General Assembly, including _____, who had served as the first black chaplain in the U.S. Army. Because many of the businesses in the capital, Milledgeville, refused to serve these black legislators, General Pope ordered the capital of Georgia to be moved to _____.

UNIT 6 – The New South

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

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

- The “New South” was a movement that emphasized the need for Georgia to rely, not on agriculture, but on _____. It was, therefore, concerned with changing Georgia **economically**.
- Three men dominated the Democratic Party and Georgia politics during the New South era. They emphasized the need for farmers to _____ (growing crops other than cotton) and for the state to look to **industry** as a means to attain prosperity. Because they were so powerful, they were called the _____ (after the powerful French ruling family). The three members of this group were:
 - _____ - the Civil War Governor of Georgia
 - _____ - a popular Civil War General, and later the leader of Georgia’s branch of the Ku Klux Klan.
 - _____ - a licensed Methodist minister
- For the next 120 years, Georgia would be dominated by the _____ Party.
- In order to showcase Georgia’s new focus on business, Georgia hosted the _____ on three occasions, in 1881, 1887 and 1895 (the 1887 event was the largest).
- The influential newspaper editor of the *Atlanta Constitution* who supported the New South leaders and was called the “voice of the New South,” was _____.
- Farmers resisted this new emphasis on industry and formed an organization, the _____, in order to protect their interests. They later formed a political party, called the _____ Party. The leader of this party in Georgia was _____ who, in 1890, startled the Democrats by winning election to the U.S. House of Representatives.
- In 1922, when Senator Thomas Watson died in office, he was replaced by _____ (for only 24 hours), the first female U.S. Senator in history.

- The controversial election campaign of 1906 sparked a great deal of racial tension in Georgia. When sensational newspaper articles insisted that black men had assaulted white women, the _____ broke out, lasting for several days and resulting in the death in as many as 40 African-Americans.
- In 1913, a Jewish factory supervisor was accused of murdering a young girl, Mary Phagan, who worked in the factory. Though there was little evidence, the supervisor was found guilty and was later murdered by a lynch mob. This incident was known as the _____. It illustrates _____ (hatred of the Jews).
- In 1917, Georgia adopted the _____ in which counties would receive no more than 3 votes, regardless of population, for certain state offices. This system kept power in the hands of rural farmers. Later, the Federal Courts ruled that it was unconstitutional, violating the “_____” clause of the _____th Amendment.

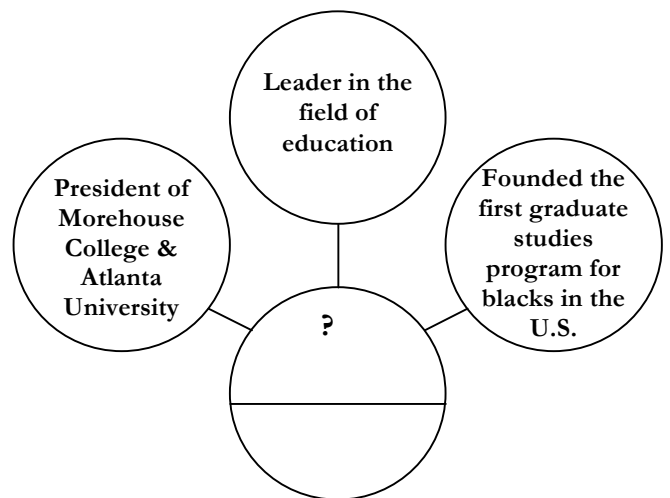
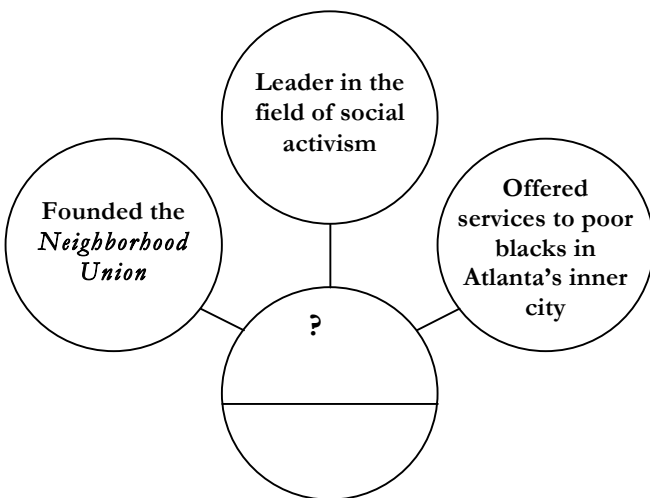
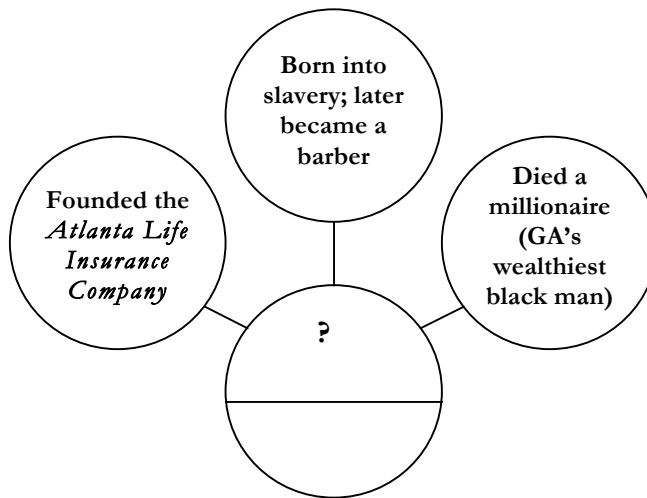
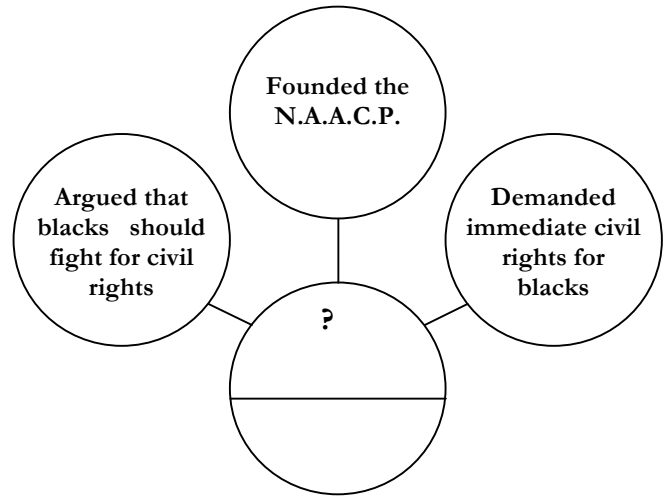
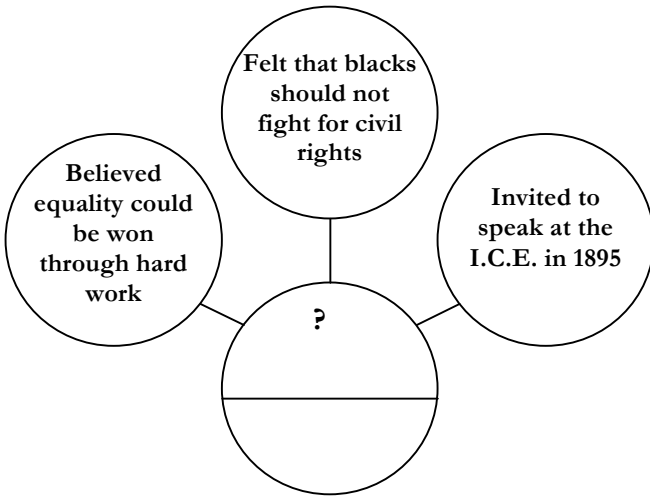
B. Analyze the denial of rights to African-Americans through Jim Crow laws, *Plessy v. Ferguson*, disenfranchisement, and racial violence.

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

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

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

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



UNIT 7 – GA in the 20th Century

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

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

- By the mid-1910s, the world was moving closer and closer to world war due to several factors:
 - _____ - an intense devotion to one's own ethnic group (particularly pan-Slavism)
 - _____ - the movement to acquire colonies for the economic benefit of the mother country (the continent most singled out for colonization was _____).
 - The division of Europe into two _____.
- One of Europe's military alliances, the **Central Powers**, was made up of the nations of _____, _____, _____, and _____.
- Europe's other alliance, the Allies (or Triple Entente), was made up of the nations of _____, _____, & _____.



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

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

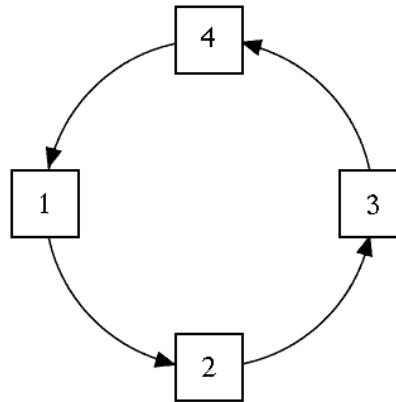
A. Describe the impact of the boll weevil and drought on Georgia.

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

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

- The agricultural conditions of the 1920s was followed by the _____, the longest period of high unemployment and low economic activity in modern times. Though this event was triggered by the _____, it was caused by several factors:

- (1) Industrial overproduced goods.
- (2) Declining sales led to lower wages or layoffs.
- (3) Citizens had less spending power.
- (4) Less spending power meant that fewer goods would be purchased.



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

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

- Eugene Talmadge dominated Georgia politics from 1926 to 1946. He served three terms as _____ and three terms as _____.
- Most of Talmadge's support came from _____.
- Talmadge opposed civil rights for blacks, and dismissed members of the faculty at _____ who favored racial integration. As a result, the institution lost its _____.
- Talmadge was a major enemy of Roosevelt's New Deal because of his belief that:



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

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

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

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

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

Germany - _____ Italy - _____ Japan - _____



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

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

- Georgia made several significant contributions to World War II:

Important Contribution/Individual	What Impact Does This Have on GA?
Bell Aircraft	
Military Bases	
Savannah & Brunswick Shipyards	
Richard B. Russell	
Carl Vinson	

C. Explain the impact of the Holocaust on Georgians.

- The Holocaust describes the murder of approximately _____ Jews and millions of others from 1933-1945 by Nazi Germany. The Holocaust is an example of the intense hatred of Jews known as _____.
- In 1986, Governor _____ established a state agency know as the _____ in order to create public awareness about racism, bigotry, and genocide. The goal of this agency is:

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

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

UNIT 8 – Post-World War II Growth of Georgia

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

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

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

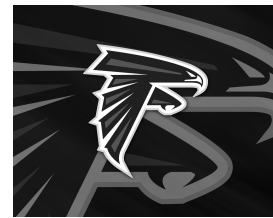
B. Explain how the development of Atlanta including the roles of mayors William B. Hartsfield and Ivan Allen, Jr., and major league sports, contributed to the growth of Georgia.

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

Baseball -
Atlanta _____

Basketball -
Atlanta _____

Football –
Atlanta _____



C. Discuss the impact of Ellis Arnall.

- Serving as Governor from 1943-1947, Ellis Arnall is considered one of the most _____ Governor’s in Georgia’s history.
- As Governor, Arnall’s top priority was _____. He wanted, more than anything else, to restore the accreditation of the University of Georgia, which had been lost due to the actions of _____.
- Among Arnall’s other great accomplishments were:
 -
 -
 -
 -
 -

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

- Georgia’s four most important transportation systems are:



- Atlanta’s airport is named after _____ and _____.
- Georgia’s major deepwater ports are located at _____ and _____.

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

Time Period	Colonial	Ante-Bellum	Post War	WWII to Today
Goods (Major Crops; Major Products)				
Services				

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

Time Period	Colonial Era	Antebellum Era	20th Century	Modern Georgia
Means of Trade				

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

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





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

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

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

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

- Among Georgia’s most important businesses are:

				
Inventor/ Founder				
Date Founded or Invented				
Type of Business				
Brief Description of Company’s History				

UNIT 9 – The Modern Civil Rights Movement

SS8H11 – The student will evaluate the role of Georgia in the modern civil rights movement.

A. Describe major developments in civil rights and Georgia’s role during the 1940s and 1950s to include the roles of Herman Talmadge, Benjamin Mays, the 1946 governor’s race and the end of the white primary, *Brown vs. Board of Education*, Martin Luther King, Jr., and the 1956 state flag.

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

C. Discuss the impact of Andrew Young on Georgia.

- Match the description with the appropriate Supreme Court decision:

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

A. Plessy vs. Ferguson

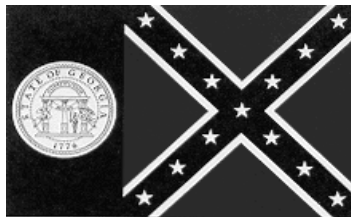
_____ - Ruled that segregation was legal as long as facilities were “separate but equal”

B. Brown vs. Board of Education

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

C. Dredd Scott

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



- Georgia appointed the _____ to determine how Georgians felt about school desegregation. It came to the following conclusion:

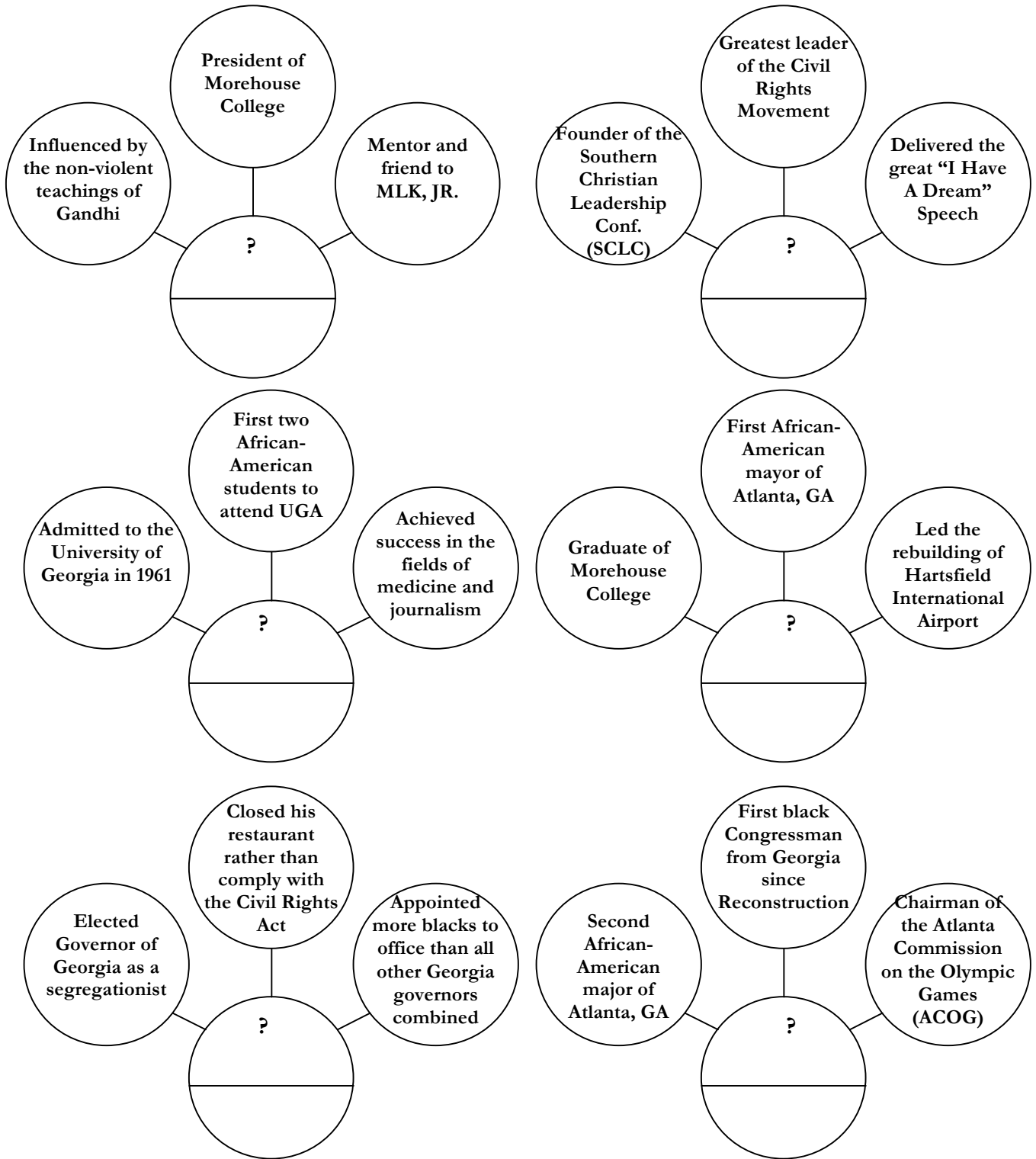
- The 1946 campaign for Governor of Georgia is known as the “_____ Controversy.” The man who ultimately prevailed in this controversy was _____.

NAME	OFFICE HELD (IF ANY)	REASON FOR THE CLAIM TO THE GOVERNOR’S OFFICE AFTER THE 1946 ELECTION
HERMAN TALMADGE		
M.E. THOMPSON		
ELLIS ARNALL		

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

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

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



UNIT 10 – Modern Georgia

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

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

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

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

Which candidate won a majority of the popular votes? _____

Which candidate won a majority of county unit votes? _____

Which candidate won the election? _____

Explain why you believe these results are fair or unfair?

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

- Answer the following questions about Jimmy Carter:
 - What state and national offices did Jimmy Carter hold? _____

 - What were some of Carter's important accomplishments as Governor?
 - When was Carter elected the **39th President of the U.S.**? _____
 - How many other Georgians have been elected U.S. President? _____
 - What were some of Carter's accomplishments as President?

 - What are considered to be some of his Presidency's failures?

 - In 2002, Carter won what prestigious award? _____
Why? _____
 - What institution was established to monitor free elections worldwide and to fight starvation and disease? _____

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

- Historically, which political party has most dominated Georgia? _____
- Georgia supported a Republican for President for the first time in the year _____ when they voted for the candidate _____.
- In 2003, Georgia elected _____, the first Republican governor since Reconstruction.
- The first Republican to be elected Lieutenant Governor of Georgia is _____.

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

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

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

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

UNIT 11 – Georgia Government

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

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

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

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

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

- In its history, Georgia has had _____ state constitutions.
- Georgia’s first, although temporary constitution, was called the “_____.”
- Georgia’s first permanent state constitution was called the _____.
- Dividing the basic functions of government into three branches ensures that no branch becomes more powerful than the others. Each branch can check the power of the other two branches. This is called _____.
Examples of these include:
 -
 -
 -
 -
- The legislative branch _____ laws. In Georgia, it is called the _____.
- The executive branch _____ laws. In Georgia, the highest member of the executive branch is the _____.
- The judicial branch _____ laws. In Georgia, the highest level of the judicial branch.
- Voters in Georgia must be _____ years old to vote.
- Voter registration deadlines are normally _____ days before an election.
- Elections in Georgia are controlled by the office of the _____.
- Presidential elections are held the first _____ in November.
- Georgia was the first state in the United States to lower its voting age to the current age. This was done by _____, one of Georgia’s most progressive Governors. Why do you believe that the governor lowered the voting age when he did?

	State Senate	House of Representatives	Governor	Lieutenant Governor
Age Requirement				
Years of U.S. Citizenship				
Years of Georgia Residency				
Terms of Office				
Length of Session				
Duties of Office				
Branch of Government				

- What member of the state executive branch is also the President of the State Senate?

- Most of the work of the General Assembly takes place in _____.

- Are the Lieutenant Governor and Governor's requirements for office identical?
_____ Why? _____

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

_____ - Represents GA in court

A. Secretary of State

_____ - Investigates insurance companies in Georgia

B. School Superintendent

_____ - Sets state education policy

C. Labor Commissioner

_____ - Monitors state elections

D. Attorney General

_____ - Oversees the states farms and farm policy

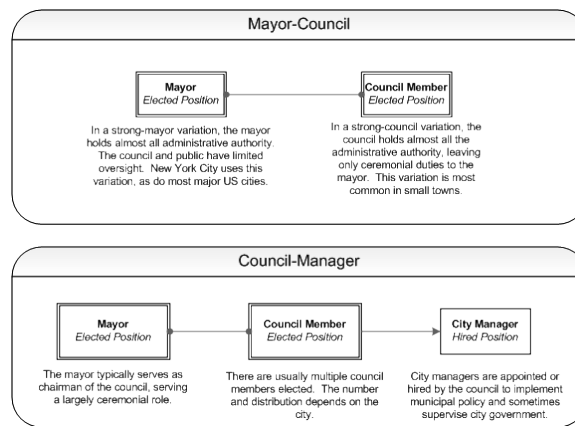
E. Agriculture Commissioner

_____ - Enforces state employment regulations

F. Insurance Commissioner

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

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



- Answer the following questions regarding city government:

- | | |
|---|-----------------------------|
| _____ - Clear separation of powers between
Mayor and Council; mayor hires and
fires, administers budget, and may
veto the city council | A. Strong Mayor-
Council |
| _____ - Mayor is ceremonial and the council
runs the city's day-to-day operations | B. Weak Mayor-
Council |
| _____ - A powerful city council hires a person
to run the city | C. Council Manager |

- In addition to city government, Georgia has a form of local government, established by cities and counties, to meet specific needs. These are called _____ . Examples include:

-
-
-
-

- These forms of government are funded by _____ .

- The state government collects **revenue** (money needed to run the government) from four major sources:

-
-
-
-

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

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

UNIT 12 – Juvenile Justice

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

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

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

___ - The highest court in Georgia	A. Superior Court
___ - May hear almost any civil or criminal case	B. Supreme Court
___ - Handles wills and other administrative matters	C. Probate Court
___ - Handles small civil claims (e.g., bad checks, arrest warrants, etc.)	D. Court of Appeals
___ - Jurisdiction over misdemeanor violations and civil cases	E. Juvenile Court
___ - Jurisdiction over delinquent children under 17 years old	F. State Court
___ - Three-men teams hear appeals	G. Magistrate Court

- The major differences between criminal and civil law are:

- In Georgia, a juvenile is someone who is:

- The difference between unruly and delinquent behavior is:

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

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

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

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

