



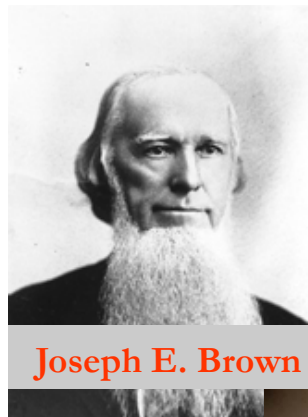
The New South

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

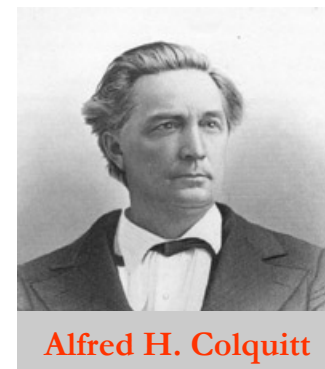
Lesson One (SS8H7a) – The student will *evaluate* the impact the Bourbon Triumvirate, Henry Grady, International Cotton Expositions, Tom Watson and the Populists, Rebecca Latimer Felton, the 1906 Atlanta Riot, the Leo Frank Case, and the county unit system had on Georgia during this period.

The Bourbon Redeemers:

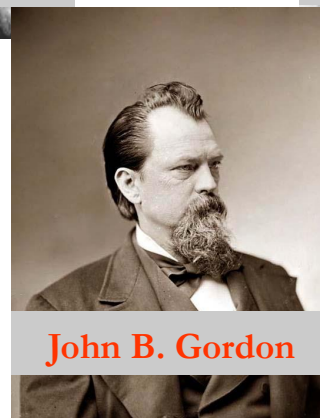
Though Georgia's economy had been devastated by the Civil War, the state recovered in the 1800s, largely because of the vision of three men...



Joseph E. Brown



Alfred H. Colquitt

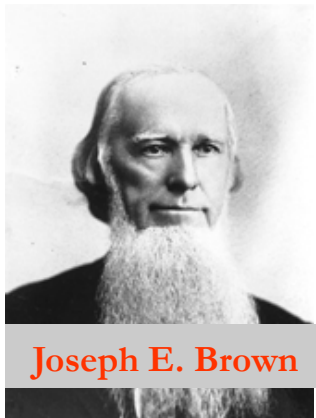


John B. Gordon

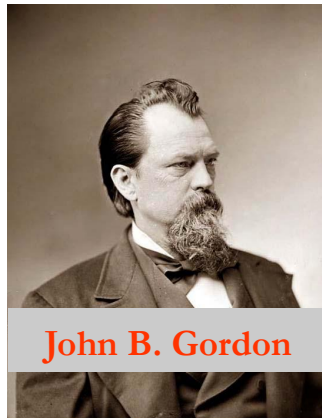
SS8H7 – The student will *evaluate* key political, social, and economic changes that occurred in Georgia between 1877 and 1918.

Lesson One (SS8H7a) – The student will *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.

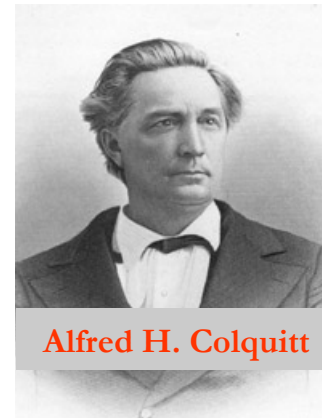
The Bourbon Redeemers:



- Civil War Governor of Georgia
- Joined Republican Party during Reconstruction
- Chief Justice of Georgia's Supreme Court for 2 years
- After Reconstruction, rejoined the Democratic Party
- One of GA's wealthiest men
- U.S. Senator from 1880-1890



- Successful Civil War General
- Became the leader of GA's K.K.K.
- Worked hard to undermine the North's Reconstruction efforts
- Served as U.S. Senator twice & GA Governor
- Popular politician, but criticized by some as being motivated by personal gain



- Strongly opposed the Reconstruction
- Became a successful railroad and textile speculator
- Served as GA Governor and U.S. Senator
- Often suspected of involvement in corruption

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

Lesson One (SS8H7a) – The student will *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 Bourbon Redeemers:

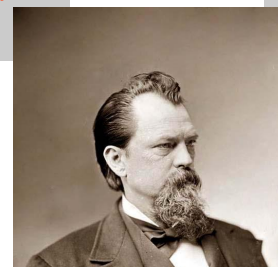
- Brown, Gordon, and Colquitt dominated Georgia politics from the 1870s to the 1890s
- Each argued that GA's future was not in the agricultural economy of the past, but in **BUSINESS & INDUSTRY!!!**
- Each used their wealth and popularity to reestablish the strength of the Democratic Party
- Together, they were known as the "Bourbon Triumvirate"



Joseph E.
Brown



Alfred H.
Colquitt



John B.
Gordon

* The term "Bourbon" referred to a powerful French ruling family, so it came to mean any powerful ruling elite.

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

Lesson One (SS8H7a) – The student will *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 Bourbon Redeemers:

- In order to maintain power, the Bourbons had to convince the citizens of GA to place their trust in industry...
- They found an ally in Henry Grady, the influential editor of Atlanta's newspaper, *The Atlanta Constitution*
- Henry Grady urged Georgians to forget the past and create a “New South” built on industry
- Grady was the “voice of the New South”

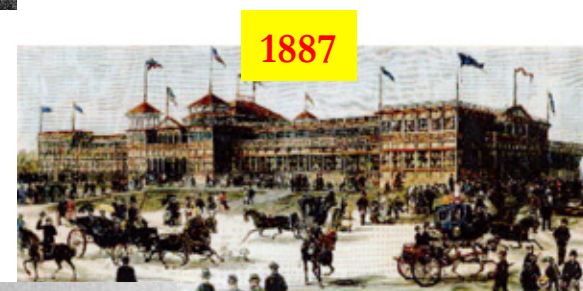
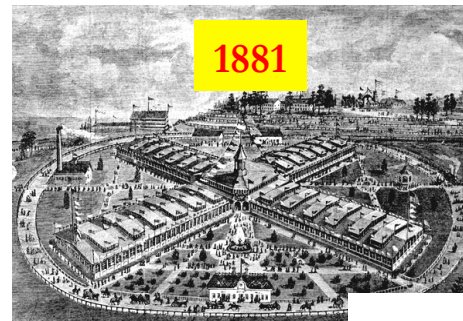


SS8H7 – The student will *evaluate* key political, social, and economic changes that occurred in Georgia between 1877 and 1918.

Lesson One (SS8H7a) – The student will *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 Bourbon Redeemers:

- In order to spotlight and shed attention on Georgia's growing textile industry, Atlanta hosted a world industrial fair called the International Cotton Exposition (ICE)
- Atlanta hosted the ICE in...
- The ICE gave Georgia recognition as a new and prosperous industrial state and attracted investors



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

Lesson One (SS8H7a) – The student will *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.

...BUT SOME RESISTED THE “NEW SOUTH”...

- Farmers resented the new emphasis on business and industry
- The dramatic drop in cotton prices and the loss of the south's agricultural labor force made life difficult for farmers
- To protect and promote the interests, a movement called the Farmer's Alliance was organized



- Created cooperative stores – Co Ops - to buy agricultural goods at discounts
- Negotiated discounted rail rate for transporting agricultural products
- Encouraged politicians to fight for Rural Free Delivery (RFD - free delivery of mail to country farmers)

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

Lesson One (SS8H7a) – The student will *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.

...BUT SOME RESISTED THE “NEW SOUTH”...

- Supporters of the Farmer’s Alliance formed their own political party to challenge the Democrats who had “betrayed” them...
- The People’s Party (or often called the Populist Party) fought specifically for farmers
- The leader of the Populist Party in Georgia was a lawyer named Tom Watson



- In 1890, Watson shocked the Democrats and won election to Congress
- As a member of the U.S. House of Representatives, Watson finally won passage of RFD

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

Lesson One (SS8H7a) – The student will *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.

...BUT SOME RESISTED THE “NEW SOUTH”...

- Threatened by the growing popularity of the Populist Party, Democrats began paying more attention to farmer's needs
- By the late 1890s, the Populist Party had lost its momentum; several members, including Watson, left the party and rejoined the Democrats
- Eventually the Democratic Party had reestablished firm dominance over the South



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

Lesson One (SS8H7a) – The student will *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.

...BUT SOME RESISTED THE “NEW SOUTH”...

- Tom Watson, now a Democrat, was eventually elected to the Senate where he continued to fight for farmer's issues
- In 1922, Watson died in office, leaving his Senate seat vacant
- The Governor shocked the nation by appointing a woman, Rebecca Latimer Felton, to replace him until a special election the next day
- Though she held office for only 24 hours, Felton was the first female U.S. Senator in American history!!!



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

Lesson One (SS8H7a) – The student will *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.

RACIAL TENSIONS EXPLODE:

- Forced abolition during the civil war, and the North's policies during Reconstruction provoked a great deal of racism and ethnic hatred throughout the South
- Though the 15th Amendment guaranteed African-Americans the right to vote, many used terror tactics to “scare” blacks away from voting...
- Others, like Tom Watson, tried to get laws passed taking away the right to vote for blacks



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

Lesson One (SS8H7a) – The student will *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.

RACIAL TENSIONS EXPLODE:

- In 1906, Hoke Smith was elected Governor after promising to pass a law taking the right to vote away from blacks...
- The election of 1906 caused racial tensions to run extremely high...
- On September 22, Atlanta newspapers published articles alleging that several black men had assaulted white women...
- That night, a group of whites attacked a black messenger on a bicycle, igniting a race riot that lasted for four days...

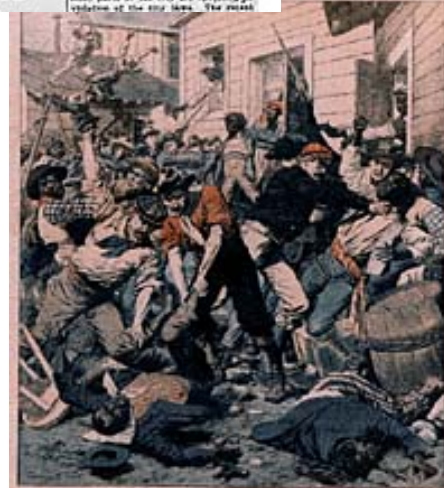


SS8H7 – The student will *evaluate* key political, social, and economic changes that occurred in Georgia between 1877 and 1918.

Lesson One (SS8H7a) – The student will *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 1906 Atlanta Riot:

- Over the course of the next few days, the official coroner reported that 10 African-Americans and 2 whites were killed (though unofficial estimates state that from 25-40 African-Americans may have been killed).
- By September 25, city officials called for an end to the violence, saying the riots hurt Atlanta's reputation as a thriving, progressive city.
- The riots caused many in the black community to believe that coexistence with whites would not be possible.



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

Lesson One (SS8H7a) – The student will *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 Leo Frank Case:

- Antisemitism (hatred toward Jews) had also become a cause of conflict in the early 1900s.
- In 1913, a 13-year-old factory worker, Mary Phagan, was murdered while at work in Atlanta.
- The factory superintendent, a Jewish man named Leo Frank, was accused of the murder
- Despite conflicting testimony and clear, falsified evidence, Frank was convicted and sentenced to death
- Two years later, Frank was kidnapped from his jail cell and hanged by a mob



* In 1986, a man who had witnessed the murder came forward with new evidence; the GA Board of Pardons reversed the guilty verdict 71 years after Frank's death.



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

Lesson One (SS8H7a) – The student will *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.


Georgia was also locked in a powerful struggle between supporters of industry (the “New South”) and farmers:

- In 1917, farmers were able to convince GA’ s leaders to adopt the county unit system.
- The county unit system gave each county two unit votes in elections for each member of the House of Assembly the county had. Since no county had more than 3 Assembly members, no county received more than 6 county unit votes.
- This meant that small, rural counties had equal or more votes than large, urban counties.




* The county unit system guaranteed, at least for the next 50 years, that power would be kept in the hands of the farmers.

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



Lesson One (SS8H7a) – The student will *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.



What do you remember about... ...the New South???

- | | |
|---|----------------------|
| ___ 1. An organization/union created to fight for farmers' issues | A. Rebecca L. Felton |
| ___ 2. A political party formed to represent interests of farmers | B. Henry Grady |
| ___ 3. Guaranteed free mail to country farmers | C. Populist Party |
| ___ 4. Was able to challenge Democratic party and win a seat in Congress in 1890; later became a U.S. Senator | D. RFD |
| ___ 5. The first female U.S. Senator in American history | E. Farmers Alliance |
| ___ 6. The leaders of the "New South" (Brown, Gordon, Colquitt) | F. Bourbons |
| ___ 7. The "voice" of the "New South"; <i>Atlanta Constitution</i> editor | G. ICE |
| ___ 8. Cast a spotlight on Georgia's growing textile industry | H. Tom Watson |

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

Lesson Two (SS8H7b) – The student will *analyze* the denial of rights to African-Americans through Jim Crow laws, *Plessy vs. Ferguson*, disenfranchisement, and racial violence.

Thought the 14th and 15th Amendments made African-Americans fully equal, participating citizens, discrimination continued through a series of “loopholes”:

- Soon after Reconstruction, many states began passing *Jim Crow Laws*, segregating schools, hotels, restaurants, restrooms, etc.
- In 1892, Homer Plessy (who was only partially African-American) was arrested for riding in the “whites only” section of a Louisiana railroad car.
- Plessy sued in court, arguing that his 14th Amendment rights to “equal protection” were violated.
- The U.S. Supreme Court, in *Plessy vs. Ferguson*, said that segregation was legal, as long as facilities were “separate but equal”

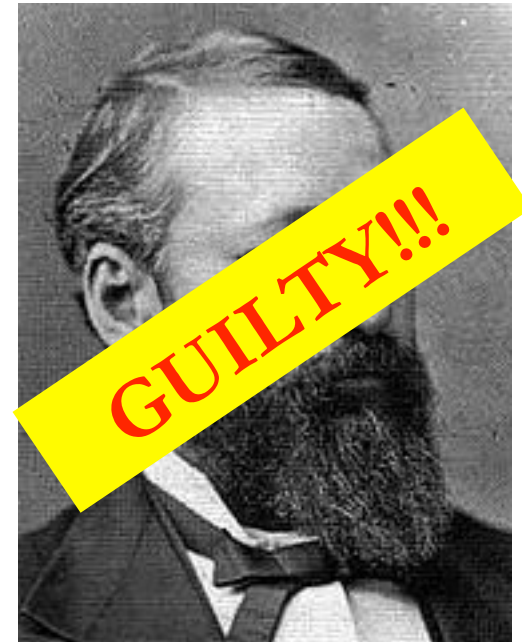


SS8H7 – The student will *evaluate* key political, social, and economic changes that occurred in Georgia between 1877 and 1918.

Lesson Two (SS8H7b) – The student will *analyze* the denial of rights to African-Americans through Jim Crow laws, *Plessy vs. Ferguson*, disenfranchisement, and racial violence.

Thought the 14th and 15th Amendments made African-Americans fully equal, participating citizens, discrimination continued through a series of “loopholes”:

- Soon after Reconstruction, many states began passing *Jim Crow Laws*, segregating schools, hotels, restaurants, restrooms, etc.
- In 1892, Homer Plessy (who was only partially African-American) was arrested for riding in the “whites only” section of a Louisiana railroad car.
- Plessy sued in court, arguing that his 14th Amendment rights to “equal protection” were violated.
- The U.S. Supreme Court, in *Plessy vs. Ferguson*, said that segregation was legal, as long as facilities were “separate but equal”



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

Lesson Two (SS8H7b) – The student will *analyze* the denial of rights to African-Americans through Jim Crow laws, *Plessy vs. Ferguson*, disenfranchisement, and racial violence.

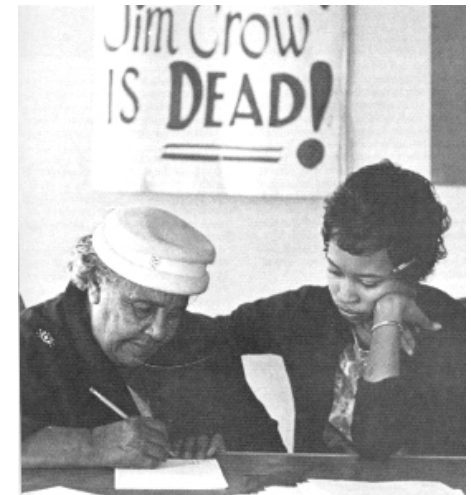
Thought the 14th and 15th Amendments made African-Americans fully equal, participating citizens, discrimination continued through a series of “loopholes”:

- **Poll tax: required citizens to pay a tax prior to voting (eliminating the poor)**
- **Literacy tests: required citizens to prove the ability to read before being able to vote (eliminating the illiterate)**
- **Inconvenient voter registration: since most blacks in the South were sharecroppers, registration was often scheduled during planting season**

No. **S38** Birmingham, Ala. **4/9** 189**6**
Received of **J. M. Gilliam** (Col.) (White.)
the sum of **Two 25/100** Dollars
in full of amount of Poll Tax for the year 1895.

| | | |
|------------------|---|----|
| Poll Tax, | 1 | 50 |
| Assessor's Fee, | | 50 |
| Collector's Fee, | | 50 |

A. B. B. P. T. C.



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

Lesson Two (SS8H7b) – The student will *analyze* the denial of rights to African-Americans through Jim Crow laws, *Plessy vs. Ferguson*, disenfranchisement, and racial violence.

Thought the 14th and 15th Amendments made African-Americans fully equal, participating citizens, discrimination continued through a series of “loopholes”:

- **Racial violence:** the Ku Klux Klan used several tactics (“lighting” crosses, burning churches, guarding polling places, beatings, murder, etc.) to scare blacks away from voting
- **The Democratic White Primary:** since political parties are private, *not public*, organizations, Constitutional law does not apply. Blacks, therefore, were not permitted to vote in the Democratic primary (an election within a party to determine a party’s candidate)



*** Since the Democratic Party dominated Georgia, the Democratic Primary was more important than the general election!!!**

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

Lesson Two (SS8H7b) – The student will *analyze* the denial of rights to African-Americans through Jim Crow laws, *Plessy vs. Ferguson*, disenfranchisement, and racial violence.

BY THE 1900s, AFRICAN-AMERICANS WERE...



DISENFRANCHISED!!!

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



Lesson Two (SS8H7b) – The student will *analyze* the denial of rights to African-Americans through Jim Crow laws, *Plessy vs. Ferguson*, disenfranchisement, and racial violence.



What do you remember about... ...racial disenfranchisement???

1. Disenfranchise means to deny the right to _____.
2. Georgia was the first state to levy the _____, which required voters to pay a fee in order to vote.
3. A _____ was used to ensure that voters were able to read.
4. The _____ Party was responsible for much of the disenfranchisement of blacks in the late 1800s.
5. The right of all citizens to vote is guaranteed by the ___th Amendment.
6. Because political parties are private organizations, blacks were not permitted to vote in the _____, an election within a party to select a party's candidate for office.
7. The various laws used to discriminate against blacks, segregating schools, hotels, theaters, restrooms, trains, etc., were called _____ laws.

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

Lesson Three (SS8H7c) – The student will *explain* the roles of Booker T. Washington, W.E.B. Du Bois, John and Lugenia Burns Hope, and Alonzo Herndon

AFRICAN-AMERICANS RESPOND

African-American leaders differed in their responses to discrimination:



Booker T. Washington



W.E.B. Du Bois

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

Lesson Three (SS8H7c) – The student will *explain* the roles of Booker T. Washington, W.E.B. Du Bois, John and Lugenia Burns Hope, and Alonzo Herndon

AFRICAN-AMERICANS RESPOND

African-American leaders differed in their responses to discrimination:



Booker T. Washington

- Booker T. Washington believed that the way for blacks to advance was not through integration, but through hard work and vocational education.
- He became a national figure with a speech at the Atlanta I.C.E. in 1895 in which he endorsed segregation and hard work as the path to equality.
- In 1901, he became the first African-American to visit the White House.
- Founded the Tuskegee Institute to train teachers of farmers and tradesmen

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

Lesson Three (SS8H7c) – The student will *explain* the roles of Booker T. Washington, W.E.B. Du Bois, John and Lugenia Burns Hope, and Alonzo Herndon

AFRICAN-AMERICANS RESPOND

African-American leaders differed in their responses to discrimination:

- Unlike Washington, W.E.B. Du Bois believed that African-Americans should speak out constantly for full civil, social, and political rights.
- Believed that Washington had been too willing to compromise the rights of blacks
- While a professor at Atlanta University, Du Bois founded the National Association for the Advancement of Colored People (NAACP) to promote legal challenges to Jim Crow and disenfranchisement



W.E.B. Du Bois

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

Lesson Three (SS8H7c) – The student will *explain* the roles of Booker T. Washington, W.E.B. Du Bois, John and Lugenia Burns Hope, and Alonzo Herndon

AFRICAN-AMERICANS RESPOND

African-American leaders differed in their responses to discrimination:



Booker T. Washington

- The Atlanta Race Riot of 1906 largely discredited the “coexistence” approach of Washington.
- After 1906, most prominent African-Americans tended to follow the more confrontational model of Du Bois and the NAACP.

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

Lesson Three (SS8H7c) – The student will *explain* the roles of Booker T. Washington, W.E.B. Du Bois, John and Lugenia Burns Hope, and Alonzo Herndon

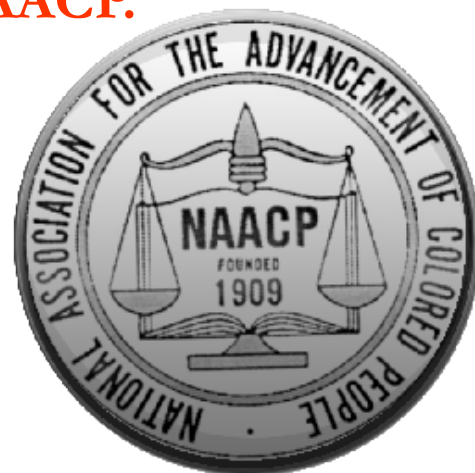
AFRICAN-AMERICANS RESPOND

African-American leaders differed in their responses to discrimination:



W.E.B. Du Bois

- The Atlanta Race Riot of 1906 largely discredited the “coexistence” approach of Washington.
- After 1906, most prominent African-Americans tended to follow the more confrontational model of Du Bois and the NAACP.



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

Lesson Three (SS8H7c) – The student will *explain* the roles of Booker T. Washington, W.E.B. Du Bois, John and Lugenia Burns Hope, and Alonzo Herndon

AFRICAN-AMERICANS SUCCESS STORIES!!!

Despite discrimination, several African-Americans achieved great success during the “New South” era:

John Hope

- Made multiple achievements in the field of education
- Served as the first black president of Morehouse College in Atlanta
- Served as the founding president of Atlanta University (later Clark Atlanta University)
- While President of AU, he established the first graduate studies program specifically for African-Americans



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

Lesson Three (SS8H7c) – The student will *explain* the roles of Booker T. Washington, W.E.B. Du Bois, John and Lugenia Burns Hope, and Alonzo Herndon

AFRICAN-AMERICANS SUCCESS STORIES!!!

Despite discrimination, several African-Americans achieved great success during the “New South” era:

Lugenia Burns Hope

- Made multiple achievements in the field of social activism
- Wife of John Hope
- Founded *Neighborhood Union*, an organization to provide poor blacks in Atlanta with a health clinic, boys and girls clubs, job training classes, and resources to improve basic living conditions.



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

Lesson Three (SS8H7c) – The student will *explain* the roles of Booker T. Washington, W.E.B. Du Bois, John and Lugenia Burns Hope, and Alonzo Herndon

AFRICAN-AMERICANS SUCCESS STORIES!!!

Despite discrimination, several African-Americans achieved great success during the “New South” era:

Alonzo Herndon

- Born a slave in 1858
- Became a barber in 1883 for an exclusively white clientele
- Became so successful as a barber that he used his earnings to make several real estate purchases
- Bought a failing mutual aid association in 1905, and turned it into *Atlanta Life Insurance*, a multi-million dollar life insurance company for blacks.
- By the time he died in 1927, he was **Atlanta’s wealthiest African-American**



Home Office of
ATLANTA LIFE INSURANCE
COMPANY
ATLANTA, GA.
founded by the late A. F. HERNDON
With assets of over two and one half million and
\$38,000,000 insurance in force, it is one of the most out-
standing businesses owned and operated by Negroes.

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



ENDURING UNDERSTANDINGS:

The beliefs and ideals of a society influence the social and political decisions of a society. Despite the 14th and 15th Amendments, how did many in the south feel about the social role of African-Americans? What decisions or actions were influenced by those feelings? How did African-Americans respond?



Acknowledgements

Hodge, Cathy M. Time Travel Through Georgia. Athens, GA: WesMar Incorporated DBA/Voyager Publications, 2005.

Jackson, Edwin L., Mary E. Stakes, Lawrence R. Hepburn, Mary A. Hepburn. The Georgia Studies Book: Our State and the Nation. Athens, GA: Carl Vinson Institute of Government, 2004.

Marsh, Carol. The Georgia Experience: 8th Grade Social Studies Teacher's Edition Student Workbook. Peachtree City, GA: Gallopade International, 2008.