



GEORGIA STUDIES REVIEW GUIDE



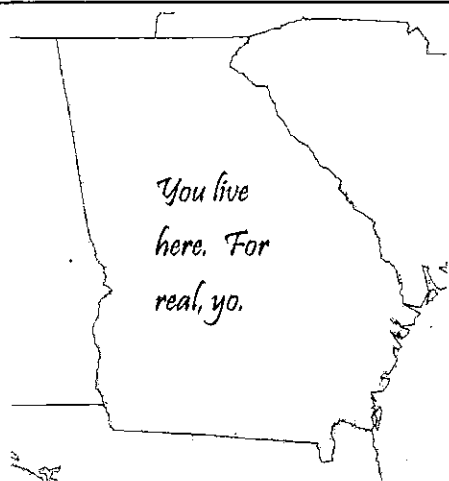
SS8G1 The student will describe Georgia with regard to physical features and location.

- Locate Georgia in relation to region, nation, continent, and hemispheres.
- Describe the five geographic regions of Georgia; include the Blue Ridge Mountains, Valley and Ridge, Appalachian Plateau, Piedmont, and Coastal Plain.
- 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.
- Evaluate the impact of climate on Georgia's development.

Our standards want you to know where you live. It's kinda important...

Geography

Geography means "earth's description." Where is Georgia located, and how are certain places different than others?



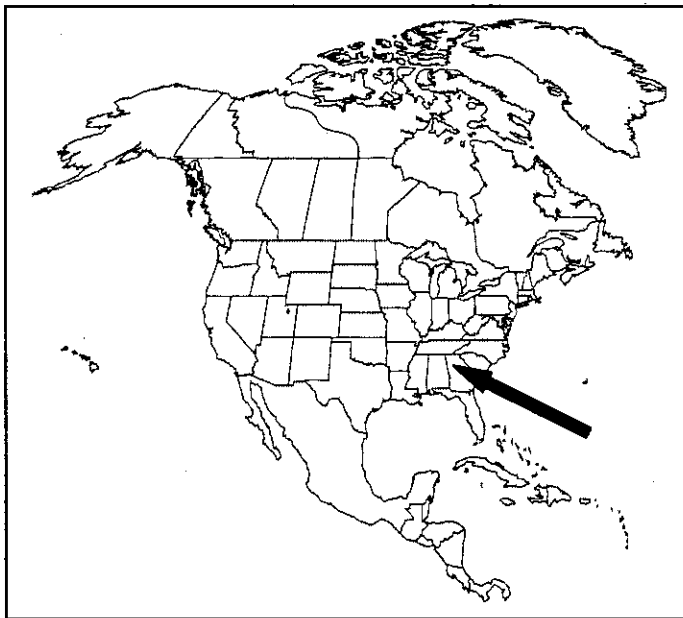
Above you is our **state**. Its name is **GEORGIA**. (We're in Georgia Studies...get it?)



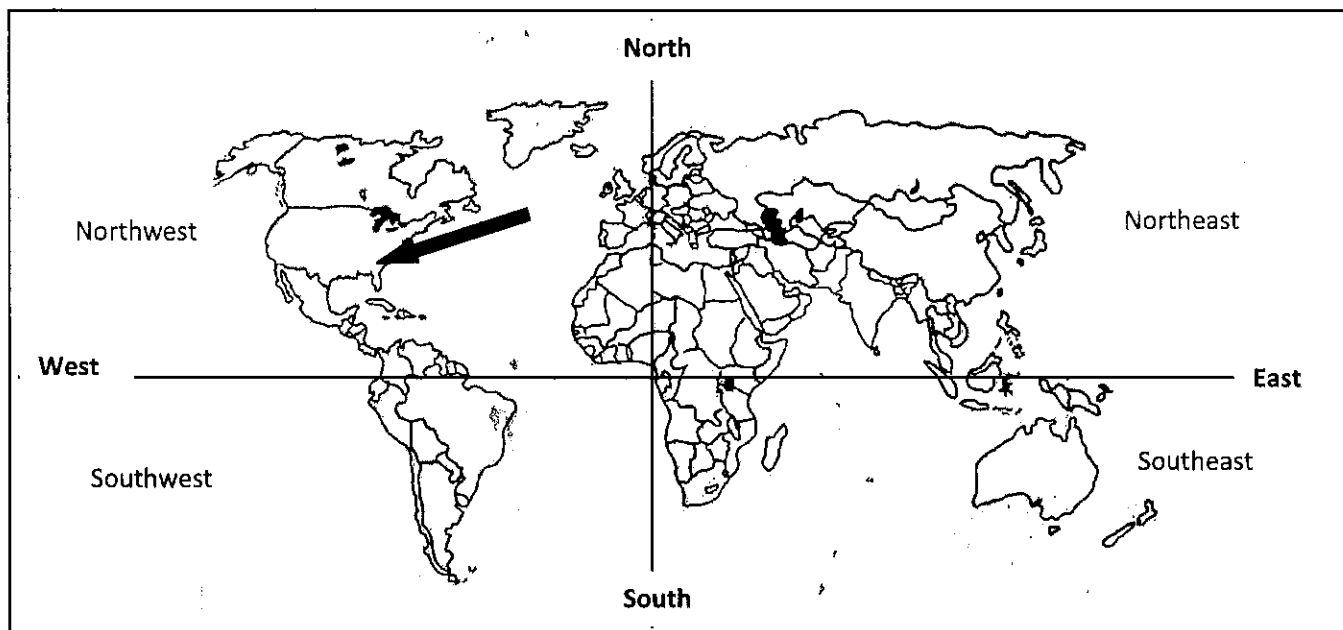
Our state is a part of our nation. Our nation, the **United States of America**, has different **regions**. We live in the **southeastern** part of the United States.



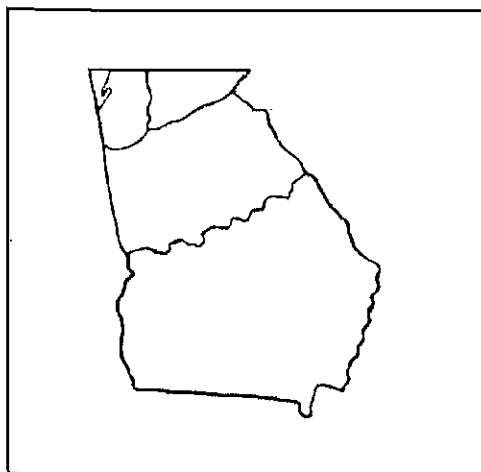
On the left, you'll see our **NATION**, the **United States of America**. Sometimes you might hear our nation called our "country." Sometimes our nation is called by its nickname, "America." **Do not get confused!** When you think of our nation's name, think of the Pledge of Allegiance that is said every morning. "I pledge allegiance to the flag of the **UNITED STATES OF AMERICA!**"



To your left, you will see our **continent**. There are seven continents on the planet, but ours is named **North America**. North America contains our **nation**, the **United States of America**, as well as other nations (like Canada, Mexico, and Cuba). Our continent is located in the **northern** and **western** hemispheres of the world.

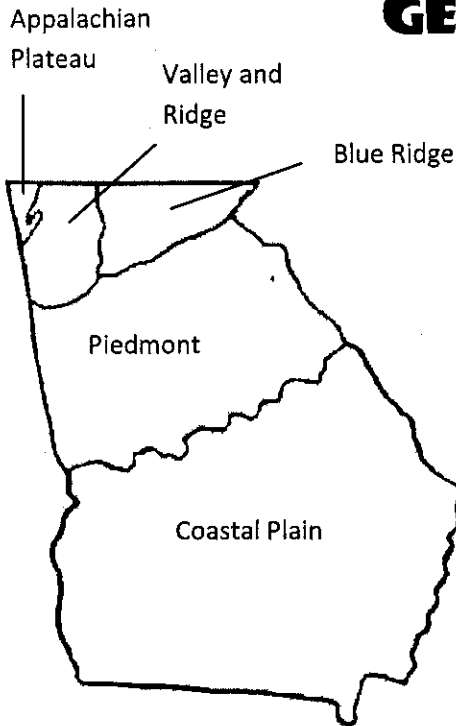


The map above is a map of our world. In our world, we have four hemispheres. Georgia is located in the **northern** and **western** hemispheres. Do not get confused! While we may live in the **southeastern** part of our nation and the **northeastern** corner of our state, our **hemispheres** reference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



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

GEORGIA'S REGIONS



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

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

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

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

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

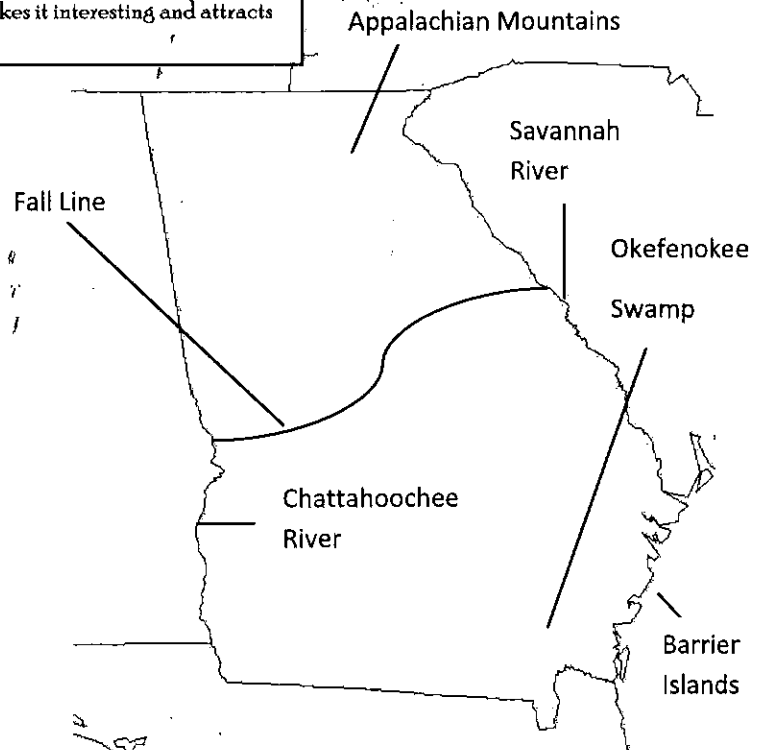
The regions can difficult to remember. To help you out, remember where you live. You live in the Piedmont region. Look outside. There are not mountains outside, but hilly land and lots of red clay. These are features of the Piedmont region. When you travel north, you head toward mountains. When you travel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

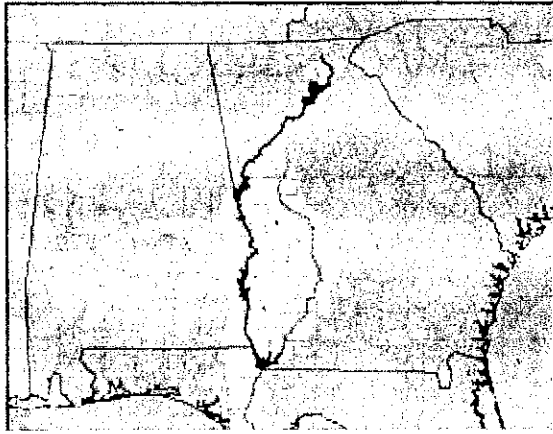
GEORGIA'S PHYSICAL FEATURES

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

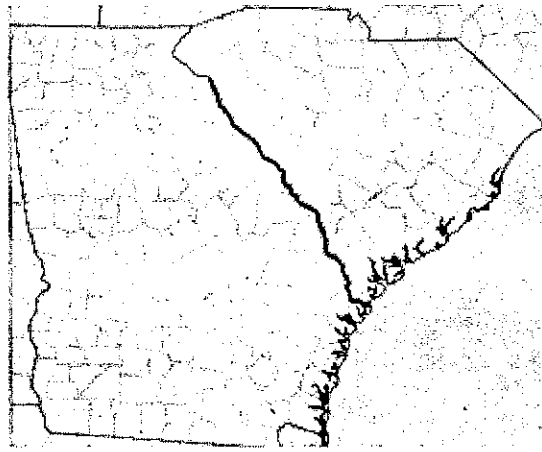
The **Appalachian Mountains** are one of Georgia's most important physical features. These mountains provide a lot of precipitation for the state. The mountains bring in a lot of tourists who come and visit. These mountains also host Brasstown Bald, Georgia's highest point.

The **Fall Line** in Georgia is a natural boundary that separates the Piedmont region and the Coastal Plain. This division has many waterfalls, which are used today to help power plants. The cities located on the Fall Line are Columbus, Macon, and Augusta.

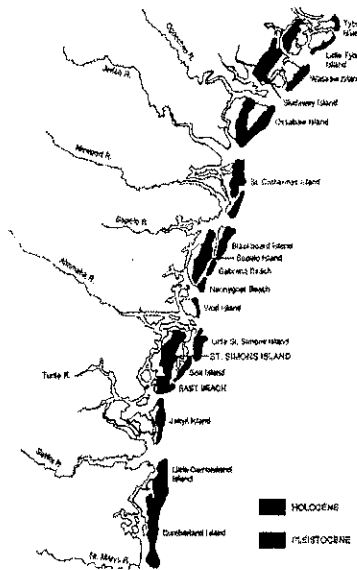




Georgia has two major rivers. One of those rivers is the **Chattahoochee River**, which begins in the Blue Ridge Region and flows into the **Gulf of Mexico**. This river creates Georgia's border with Alabama.



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

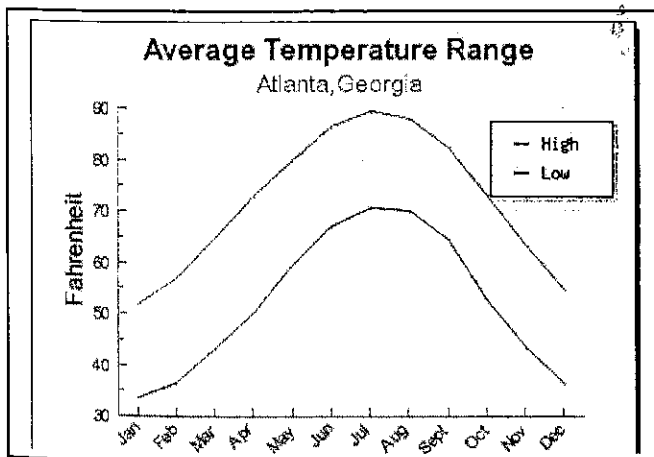


Georgia's barrier islands are located off of its coast. These islands serve many purposes. They bring in tourists, help preserve Georgia's coastline from erosion, and they also serve as wilderness sanctuaries.



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

GEORGIA'S CLIMATE

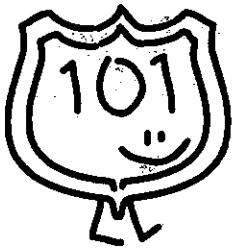


Georgia has a mild **climate**, meaning that its weather over the course of a year is pretty pleasant and it **doesn't get too cold** in the winter. This is a good thing for Georgia. Because of its mild climate, Georgia is able to bring in tourists year-round. People who bring factories and businesses to the state choose Georgia because there are few weather-related **absences**. Georgia's mild climate definitely helps its economy.

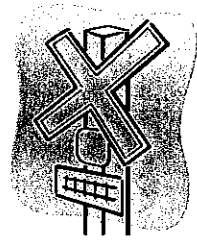
GEORGIA'S FOUR TRANSPORTATION SYSTEMS

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

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



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



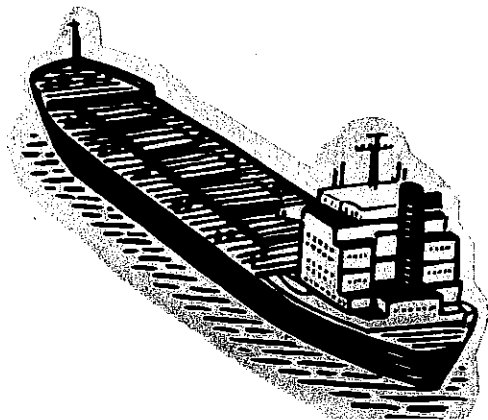
Georgia is a part of the **Interstate Highway System**, a system that was created in the 1950s to help Americans get from state to state. Georgia uses this system to transport goods and services, and it also helps tourists find their way to Georgia. I-85, I-75, and I-20 are some of the most travelled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

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



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

Georgia's deepwater seaports are located in **Savannah and Brunswick**. These ports are used mostly for hauling cargo. Many imports (goods coming in) and exports (goods going out) are exchanged through these ports. These deepwater seaports rely on other forms of transportation (railroads and the Interstate) to bring goods to and from its port as well. Georgia's deepwater ports are very important to its economy. These ports give Georgians jobs, allow Georgia exports (like chicken feet!) to go out, and imports to come into Georgia's stores.



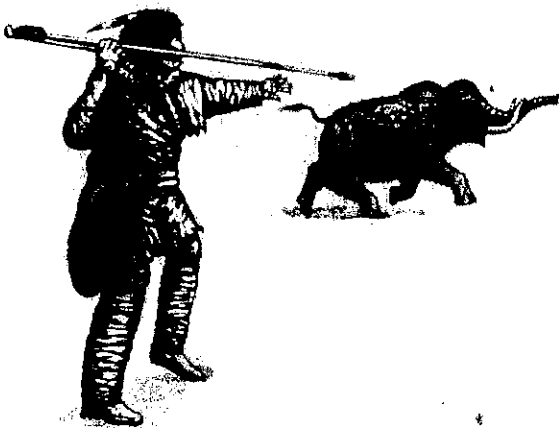
Ships like these use Georgia's deepwater seaports to haul imports and exports!

HISTORY PART 1

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

- Describe the evolution of Native American cultures (Paleo, Archaic, Woodland, and Mississippian) prior to European contact.
- Evaluate the impact of European contact on Native American cultures; include Spanish missions along the barrier islands, and the explorations of Hernando DeSoto.
- Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the French, Spanish, and British in the southeastern area.

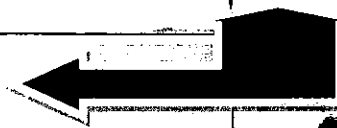
History is our largest domain in Georgia Studies. It can be difficult to remember certain people, cultures, and events. Make sure you study! The first thing we need to cover is the early Native American Cultures. These cultures were the Paleo, Archaic, Woodland, and Mississippian. These cultures can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



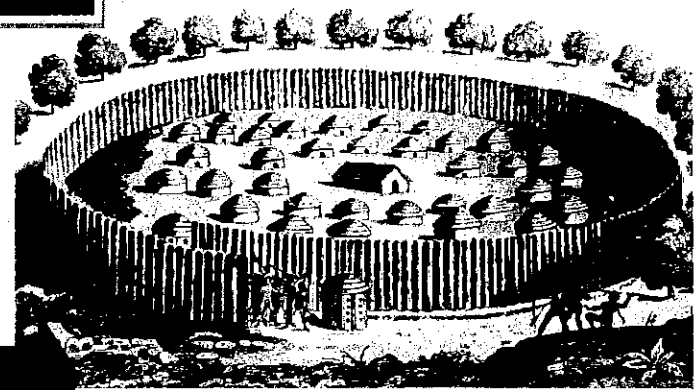
The **Paleo** culture is the oldest culture that lived in Georgia. The word paleo means "very old." The Paleo were nomadic, meaning they moved from place to place. They came here from Asia. They hunted large game and had very basic weapons like the atlatl.



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

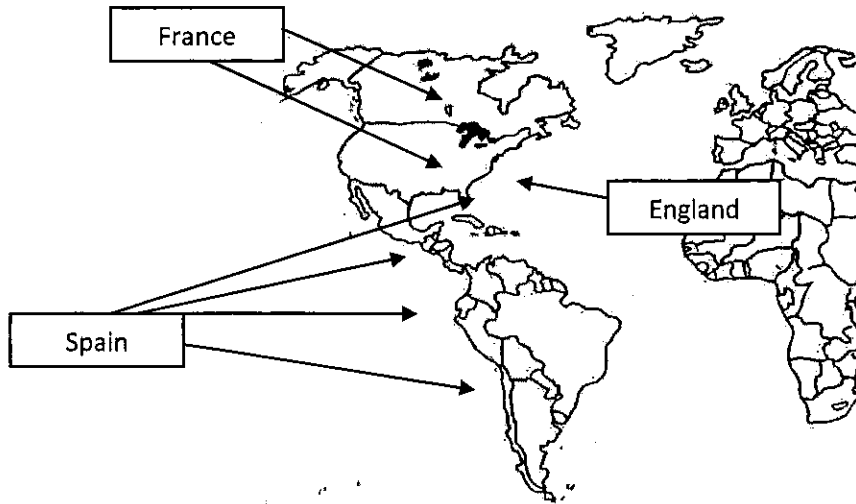


The **Woodland** culture evolved from the Archaic culture. This culture stayed in one place and lived year-round in dome-shaped houses. This culture is known for advancements to pottery, the **bow and arrow**, and **advanced hunting techniques**. They also believed in some sort of afterlife.



The **Mississippian** culture is the most advanced culture that the standards discuss. This culture had advanced civilizations—they lived in large towns, had more advanced homes and weapons, and they had ceremonies and practiced religion. Many Mississippians died out due to European contact.

EUROPEAN EXPLORATION



(C) East Hall Middle School

There were many European countries that explored the "New World" (the "New World" was the continents of North America and South America). **Our standards discuss France, Spain, and England** – because these three countries explored and settled what is now known as the United States. The Spanish set up **colonies** (places away from a country that keep ties to their home country) in modern-day Georgia (see below), the French set up colonies in modern-day Canada and modern-day New Orleans, and England created colonies on the eastern seaboard of the modern-day United States. Georgia was established as one of the English colonies in 1732.

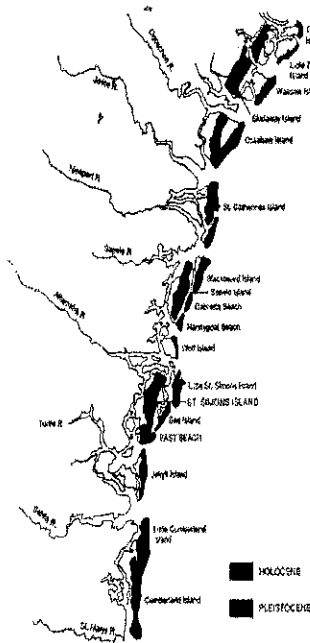
SPANISH EXPLORATION

If only my dogs
were here...



**DESOTO =
BAD!**

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



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

The Spanish exploration of Georgia greatly affected the Native Americans. Native American culture changed forever, and many Native Americans died from attacks and from disease.

THE COLONY OF GEORGIA

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

- 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.
- Evaluate the Trustee Period of Georgia's colonial history, emphasizing the role of the Salzburgers, Highland Scots, malcontents, and the Spanish threat from Florida.
- Explain the development of Georgia as a royal colony with regard to land ownership, slavery, government, and the impact of the royal governors.



My name is James. I love to help poor people, yo!

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

The colony of Georgia was settled for three main reasons. These are:

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

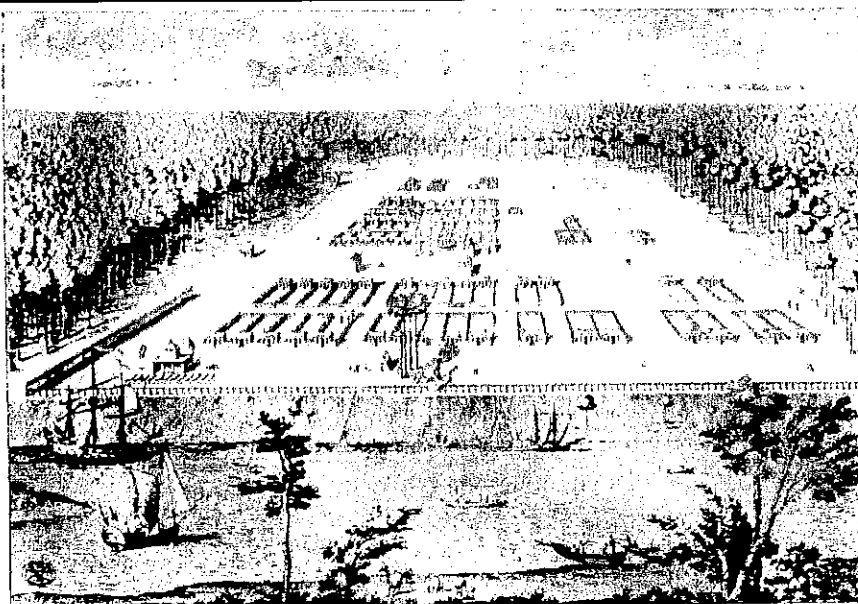
ECONOMICS – King George wanted Georgia to produce rice, silk (through mulberry trees) and vineyards for wine.

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

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



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



The colonists settled on an area called Yamacraw Bluff and built Georgia's first city, **Savannah**. The design for Savannah was created by Robert Castell, Oglethorpe's friend who died in debtor's prison.

THE COLONY OF GEORGIA WAS AN EXPERIMENT FROM THE BEGINNING. Instead of being a royal colony (like the other 12 colonies) Georgia's charter was created by Oglethorpe and the king with different regulations (rules). Georgia was controlled by a group of **21 trustees** (trustees are people responsible for others), and was called a **trustee colony**. Unlike a royal colony, Georgia was not allowed to have liquor, lawyers, slaves, or Catholics. Georgia's British colonists were soon joined by other ethnic groups, such as the Salzburgers and Highland Scots.

The **Salzburgers** (pictured right) were a group of German-speaking Protestants (meaning they were not Catholic) from modern-day Salzburg, Austria. These people were being treated poorly because of their faith.

They came to Georgia seeking religious freedom and Oglethorpe allowed them to settle. First they settled in **Ebenezer**, then in **New Ebenezer** (because Ebenezer was too swampy).



Highland Scot

Salzburgers

The **Highland Scots** also came to Georgia seeking religious freedom. They came from Scotland, and they were Protestants. They were against slavery, and like Georgia's charter. They settled in a town they called **Darien**. They proved to be very helpful when Georgia fought against the Spanish.

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

A malcontent...



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

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

GEORGIA'S ROYAL GOVERNORS

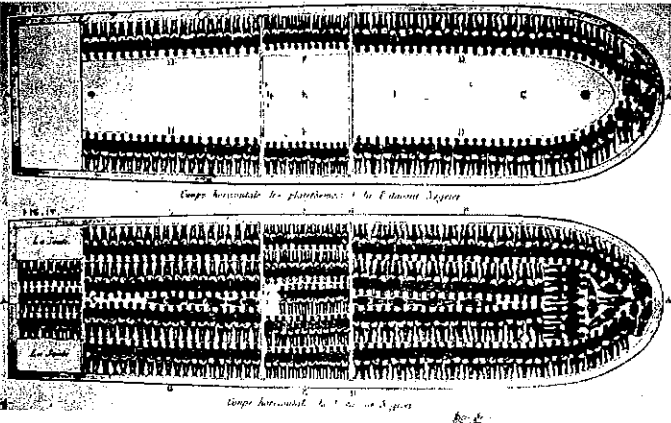
Georgia had three royal governors after it became a royal colony: **John Reynolds, Henry Ellis, and James Wright**.

John Reynolds was Georgia's first royal governor (sorry...no picture). He gave the Georgia colonists self-government (the ability to govern themselves). He took it away later on, and then he also tried to move Savannah to another location. He was removed from his position.

Henry Ellis was the second royal governor. Ellis regulated trade with Native Americans, but could do little in Georgia because he was so sick. He had to leave Georgia due to illness.

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



<p>LAND OWNERSHIP IN GEORGIA:</p> <p>If you could pay for your ticket overseas: 500 acres of land</p> <p>If you could not pay for your ticket: 50 acres of land</p>	<p>Land ownership was important to survival in the colony of Georgia. Those who could afford to come to Georgia by boat received 500 acres of land, and those who did not received 50 acres of land. Later, Georgia would use the headright system and land lotteries to solve land issues.</p>
<p>GEORGIA'S ROYAL GOVERNMENT</p> <p>The Governor was the head of Georgia's executive branch.</p> <p>To vote, you had to own 50 acres.</p> <p>To hold office, you had to own 500 acres.</p>	<p>Georgia's royal government was initially set up to include the concept of self-government, where the people (okay, white men) could have choices. This system worked well for the colony. The government had a Court of Conscience that could settle disputes, a Governor's Council (upper house), and a Common's House of Assembly. This government had three branches, just like our government today.</p>
	<p>When Georgia was a trustee colony, its colonists were not allowed to have slaves (they were not allowed in Georgia's charter). When Georgia became a royal colony, slaves started coming into the colony in large numbers. Even though there were some groups opposed to slavery (like the Salzburgers and Highland Scots), most of the plantation owners in Georgia became owners of massive amounts of slaves. Georgia's slave question would cause it problems for decades.</p>

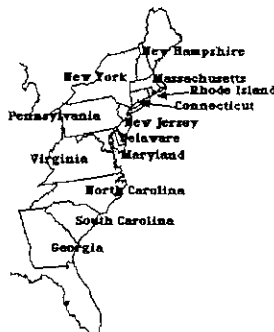
GEORGIA IN THE AMERICAN REVOLUTION

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

- Explain the immediate and long-term causes of the American Revolution and their impact on Georgia; include the French and Indian War (Seven Years War), Proclamation of 1763, Stamp Act, Intolerable Acts, and the Declaration of Independence.
- Analyze the significance of people and events in Georgia on the Revolutionary War; include Loyalists, patriots, Elijah Clarke, Austin Dabney, Nancy Hart, Button Gwinnett, Lyman Hall, George Walton, Battle of Kettle Creek, and siege of Savannah.

Why, Georgia? Why?

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



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

CAUSES OF THE REVOLUTION

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



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



The **Stamp Act** was another cause of the Revolution. This act was passed by the British – it taxed the colonies with a tax on paper goods. The colonies **HATED** this! They refused to purchase the stamps. **The only colony that purchased stamps was Georgia**. Georgia also did not send a representative to the **Stamp Act Congress**, a group of the colonists who met to discuss the Stamp Act.



The **Proclamation of 1763** extended Georgia's southern boundary to the St. Mary's River. This gave Georgia its "tail!"

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



Lyman Hall, Button Gwinnett, and George Walton were Georgia's three signers.

The **Declaration of Independence** was written in 1776, after the American Revolution started. This document was written to King George III. The document stated that the colonies were free and independent states – and this document solidified the break between the colonies and Great Britain.

THE PEOPLE



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

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



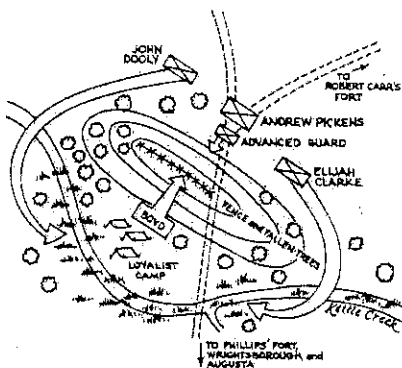
Austin Dabney was a mixed-race man who fought in the Battle of Kettle Creek. He gave Elijah Clarke his horse and saved Clarke's life. Dabney was awarded land after the Revolution.

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

Patriots were the people who supported the American Colonies.

THE EVENTS

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



The BATTLE of KETTLE CREEK
14 February, 1779

BRITISH FORCES
 340 MEN
 ANDREW PICKENS - 200 MEN
 JOHN DOOLY AND ELIJAH CLARKE - 140 MEN
 LOYALIST FORCES
 400 MEN
 COLONEL BOYD
 TRAIL
 SWAMP AND CANE BRAKE
 WOODS



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

Savannah was taken under hostage by the British. The colonists teamed up with the French to try to take Savannah under siege. This, obviously, was called the **Siege of Savannah**. The colonies and the French tried to take Savannah back, but their mission failed terribly. Many French/Continental soldiers died in the battle. Savannah was held under British control for **3 ½ more years**.

HISTORY PART 2

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

- Analyze the strengths and weaknesses of both the Georgia Constitution of 1777 and the Articles of Confederation and explain how weaknesses in the Articles of Confederation led to a need to revise the Articles.
- Describe the role of Georgia at the Constitutional Convention of 1787; include the role of Abraham Baldwin and William Few, and reasons why Georgia ratified the new constitution.

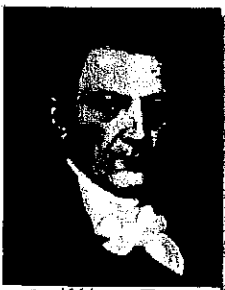
The Articles of Confederation was the United States' first constitution. A constitution is a written plan of government. The AoC had many problems.

Powers that are not handled by the national government are handled by the states. Just like the nation, each state has a constitution, too. Georgia has had TEN! Georgia's 1777 Constitution was written after the Declaration of Independence.

Articles of Confederation	
Strengths	Weaknesses
States' rights	Too much states' rights
Each colony represented	No money system
Regulated the postal service	No president
	Limited powers of Congress
	No income taxes

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

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



William Few



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



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

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

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

STATEHOOD

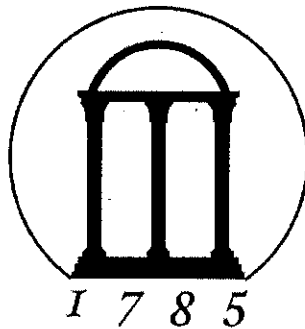
SS8H5 The student will explain significant factors that affected the development of Georgia as part of the growth of the United States between 1789 and 1840.

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

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

Georgia made many advancements during this time...

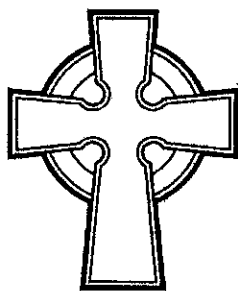
The University of Georgia was established in 1785. It was the first public university (first established for males only) of its kind.



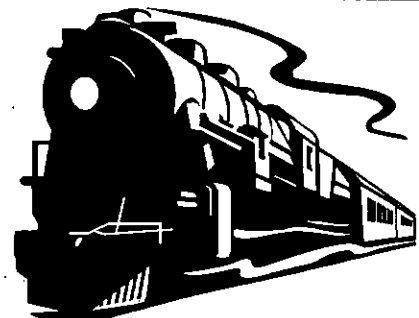
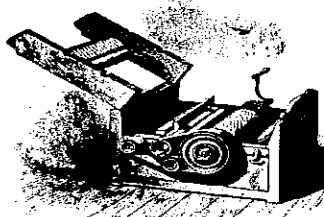
Georgia's first capital was Savannah. It moved its capital to a more central location, Augusta, and then **it built a capital in a city called Louisville.** Louisville was very unsuccessful. The land around it was swampy and full of mosquitoes, so the capital did not function well. The capital moved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

Two Protestant church denominations became the most popular in Georgia, and these two are still the most popular today.

They are the **Baptist and Methodist** churches. Both of these branches used different methods to spread their faith – such as camp meetings and circuit riders.



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



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

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



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

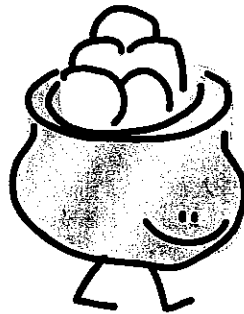
NATIVE AMERICAN REMOVAL

The land lotteries, the Yazoo Land Fraud, the discovery of gold, and the expansion of slavery and agriculture in the South led to the removal of the Native Americans in Georgia. The Native Americans were removed due to a series of events.

THE EVENTS

The discovery of gold in **Dahlonega** by a man named Benjamin Parks led to a massive gold rush in the area – the first in the United States.

Unfortunately, this gold rush also drove more Georgians to desire Native American land.



The **Yazoo Land Fraud** was an event that changed Georgia forever. Georgia, along with South Carolina and Spain, claimed land near the Mississippi River. Members of Georgia's General Assembly were bribed by land companies to sell the land (even though they technically didn't own it). Georgia got in big trouble for doing this. It's border changed to the Chattahoochee River and it lost any claims past it. This made white settlers more greedy for Native American land.

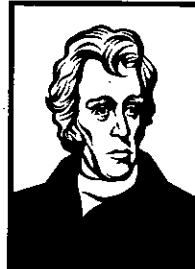
Many fights took place over Native American land – some were actual wars (such as the wars fought with the Creek like the Oconee War), and some were legal battles. A man named Samuel Worcester went to the US Supreme Court with a case called **Worcester v. Georgia**. In this case, the Supreme Court ruled that **Native American land had to obey US law – but not state law**. (This is, in part, why Native Americans can have casinos on reservations). Andrew Jackson refused to honor the Supreme Court's decision.



A CAST OF CHARACTERS:



Alexander McGillivray was a Creek Chief who fought in the Oconee War to keep his people's land. Eventually, some of that land was given away in the Treaty of New York.



Andrew Jackson was the president during Native American removal. He refused to honor the Supreme Court Case *Worcester v. Georgia*. He signed the Indian Removal Act, which eventually placed Native American tribes out west in Indian Territory (modern-day Oklahoma).



John Marshall was the Chief Justice of the Supreme Court who ruled in *Worcester v. Georgia*. Andrew Jackson ignored his order.



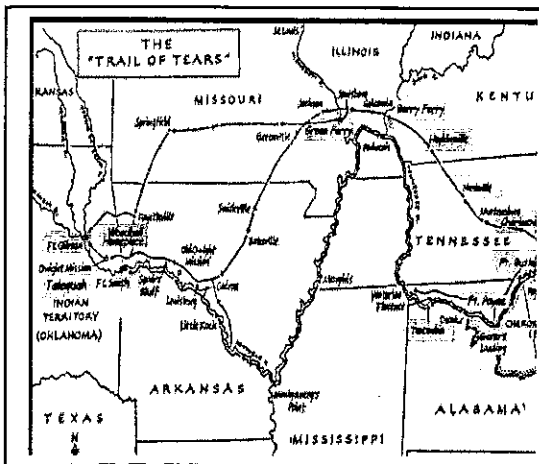
William McIntosh was the Creek chief who sold the last of his people's land when he signed the Treaty of Indian Springs. He was executed by the Creek for doing this.



John Ross was the chief of the Cherokee during the Trail of Tears. Ross fought to help protect the land of the Cherokee by appealing to the US Congress.



Sequoyah was a Cherokee man who created the Cherokee syllabary (similar to an alphabet). The syllabary was a written form of the Cherokee language. This allowed the Cherokee to read and write in their native tongue.



The Treaty of Indian Springs removed the Creek from southern and middle Georgia. Andrew Jackson's refusal to follow *Worcester v. Georgia*, coupled with the Indian Removal Act, sealed the fate of the Cherokee. **The Trail of Tears was the forced removal of the Cherokee from Georgia.** The Cherokee were rounded up, forced into stockades (concentration camps), and then forced to march to Oklahoma in the wintertime. Some Cherokee were forced to make the journey by boat. This move devastated the Cherokee. It killed one third of their people, and remains one of the most terrible events in Georgia's history.

THE CIVIL WAR

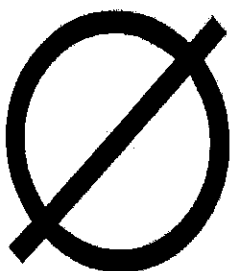
SS8H6 The student will analyze the impact of the Civil War and Reconstruction on Georgia.

- Explain the importance of key issues and events that led to the Civil War; include slavery, states' rights, nullification, Missouri Compromise, Compromise of 1850 and the Georgia Platform, Kansas-Nebraska Act, Dred Scott case, election of 1860, the debate over secession in Georgia, and the role of Alexander Stephens.
- State the importance of key events of the Civil War; include Antietam, the Emancipation Proclamation, Gettysburg, Chickamauga, the Union blockade of Georgia's coast, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville.

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

Remember North = Union. South = Confederacy.

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



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

THE CAUSES

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

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

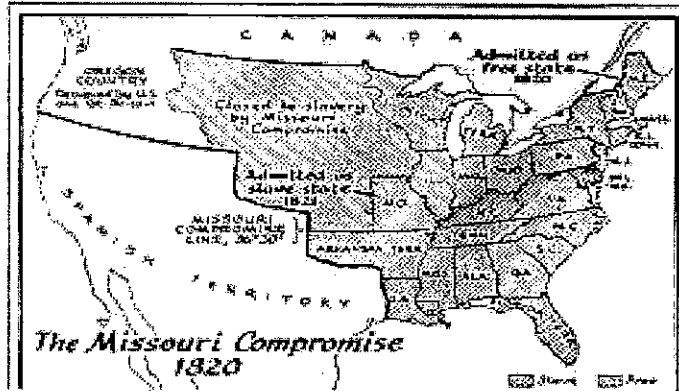


Dred Scott, the slave who sued for his freedom.

THE COMPROMISES

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

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



I'm ugly, yo!



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

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



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

THE CIVIL WAR BROKE OUT IN APRIL OF 1861 AT FORT SUMTER, SOUTH CAROLINA...

THE CIVIL WAR

Our standards mention a few isolated events/battles in the Civil War. Remember the terms – Union means North (or the US) and the Confederacy Overall, this war was very devastating for the state of Georgia...

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



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

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

SHERMAN'S WRATH

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



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

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

After Sherman's March to the Sea (which took place in Nov-Dec of 1864), the South surrendered in 1865. The war was very devastating for Georgia – it took years to recover.

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

HISTORY PART 3

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.

After the Civil War, there was a time period called Reconstruction. This was an era when the South had to recover (and literally be reconstructed) after being destroyed during the war. There were two types of Reconstruction – literal rebuilding of the South, and the *mental* rebuilding of the South and its old way of life. The North wanted to change the way the South viewed the former slaves. This was a difficult and racially charged time period.

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



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

- 1) **Abraham Lincoln's plan** only called for 10 percent of each state to take an oath to the United States. Unfortunately, Lincoln was assassinated before he could go through with his plan.
- 2) **Johnson's plan for Reconstruction** asked that the Southern states ratify the 13th Amendment, which banned slavery.
- 3) The last plan for **Reconstruction was made by Congress**, who felt that Lincoln and Johnson were too "soft" on the South. They wanted the South to ratify the 13th AND 14th Amendments (the 14th Amendment gave equal rights to citizens).

When the South refused to ratify the 14th Amendment, they were placed under military rule.

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

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

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

13th Amendment – banned slavery

14th Amendment – gave equal rights to all men

15th Amendment – gave all men the right to vote

Henry McNeal Turner was one of the first African-American legislators in the Georgia General Assembly.

Unfortunately, he was kicked out of office. The GGA told Turner (and other legislators like Tunis Campbell) that they had the right to vote but not the right to hold office.



Henry McNeal
Turner

THE NEW SOUTH

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

- Evaluate the impact the Bourbon Triumvirate, Henry Grady, International Cotton Exposition, Tom Watson and the Populists, Rebecca Latimer Felton, the 1906 Atlanta Riot, the Leo Frank Case, and the county unit system had on Georgia during this period.
- Analyze how rights were denied to African-Americans through Jim Crow laws, Plessy v. Ferguson, disenfranchisement, and racial violence.
- Explain the roles of Booker T. Washington, W. E. B. DuBois, John and Lugenia Burns Hope, and Alonzo Herndon.
- Explain reasons for World War I and describe Georgia's contributions.

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



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

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



Rebecca Felton

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



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

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



The **county unit system** was a system invented to give the rural counties in Georgia more power. With this system, Georgia's most populated counties were given six county unit votes, the medium-sized counties had four, and small counties two votes. There were so many rural counties, the "twos" added up – and the rural counties controlled elections.

CIVIL RIGHTS

During the time period after Reconstruction, many people fought for equal rights for African-Americans, and many events took place that dealt with equality and racial tension.

The **1906 Race Riots** took place in Atlanta in 1906 (obviously). Stories of false violence in Atlanta newspapers discussed African-American men attacking white women. Tensions took to the street, and men began to fight. Mostly African-Americans were killed, but whites were killed, too.

The Leo Frank Case was one of the most controversial in Georgia's history. It focused on Leo Frank, a Jewish factory manager. Frank was accused of murdering and assaulting Mary Phagan, a 14 year-old employee of his factory. This case brought up a lot of racial tension, and it also brought back a revival of the KKK in Georgia.



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

- 1) First, **Jim Crow Laws** (named after an old racist show featuring a racist character named "Jim Crow") were laws that tried to segregate (separate) facilities for whites and blacks. A U.S. Supreme Court case called **Plessy v. Ferguson** addressed the issue – even though Homer Plessy was 1/8th black, the **Supreme Court still said that states had the right to create "separate but equal" facilities** for whites and blacks.
- 2) African-Americans were often disenfranchised (**disenfranchisement means to take away voting rights**). The KKK used violence to keep African-Americans from voting, and whites used other methods (such as the Grandfather Clause, poll taxes, and literacy tests) to keep other races from voting.
- 3) **Racial violence** often kept African-Americans from equality. The Ku Klux Klan was the driving force behind these violent episodes.

There were many African-Americans who fought for equality during this time, such as....

Booker T. Washington (top) was a former slave who gave the famous "Atlanta Compromise Speech" and founded the Tuskegee Institute, a trade school. He believed progress and equality was a **SLOW** process for African-Americans. He believed that African-Americans should be patient and wait for equality.



W.E.B. DuBois (bottom) was a founder of the Niagara Movement, which later became the NAACP (National Association for the Advancement of Colored People) and he wrote a book called the Souls of Black Folk. DuBois felt that equality for African-Americans should come instantly and that African-Americans should have a higher education.

John and Lugenia Burns Hope were two Georgians who fought for equality for African-Americans. **They agreed with the ideas of DuBois.** John was a member of the NAACP and he helped with education for African-Americans. Lugenia founded the Neighborhood Union, an organization that helped African-American neighborhoods.



WORLD WAR I

World War I was the first global war. It was fought from 1914-1918, and technological advancements during this time led to millions of deaths in this war.

REASONS FOR WWI

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

The Central Powers – Germany, Austria-Hungary, the Ottoman Empire

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

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

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

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



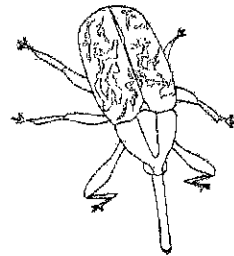
When the United States went to fight in WWI, Georgians jumped at the chance to contribute. Their contributions were:

1. Georgia sent over 100,000 troops to war
2. Georgia had many key military bases that trained troops.
3. Georgia housed a prisoner of war camp
4. Georgia's civilians noticed from New York

HISTORY PART 4

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

- Describe the impact of the boll weevil and drought on Georgia.
- Explain economic factors that resulted in the Great Depression.
- Discuss the impact of the political career of Eugene Talmadge.
- Discuss the effect of the New Deal in terms of the impact of the Civilian Conservation Corps, Agricultural Adjustment Act, rural electrification, and Social Security.

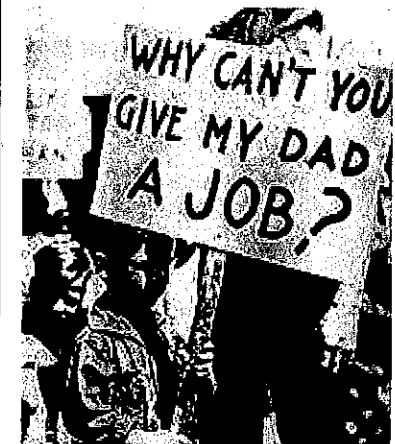


Georgia's dependence on agriculture affected it when it encountered the **boll weevil** and a **drought** in the 1920s. The boll weevil was a bug that ate cotton "bolls," (bolls are a part of the cotton plant - the bulb before it blooms). This bug wreaked havoc on Georgia's cotton crop. The drought in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

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

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

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



WORLD WAR II

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

- Describe the impact of events leading up to American involvement in World War II; include Lend-Lease and the bombing of Pearl Harbor.
- Evaluate the importance of Bell Aircraft, military bases, the Savannah and Brunswick shipyards, Richard Russell, and Carl Vinson.
- Explain the impact of the Holocaust on Georgians.
- Discuss President Roosevelt's ties to Georgia including his visits to Warm Springs and his impact on the state.



Allied Powers – Great Britain, United States, Soviet Union (formerly Russia) and France (they were taken over by the Nazis early on).

Axis Powers – Germany, Italy, Japan

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

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



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

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

GEORGIA ALSO HAD MEN WHO CONTRIBUTED TO THE WAR EFFORT AND HELPED THEM GET MILITARY INSTALLATIONS IN THE STATE...

WWII, CONTINUED...

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



Georgia +
ports = \$!
Just call me
"FoTON!"



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

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

Franklin Delano Roosevelt, who was the president during the Great Depression, New Deal, and World War II, suffered a stroke in his home in Warm Springs, Georgia in 1945 before the war ended. He had a home in Warm Springs that he called the Little White House. During his life, he visited Warm Springs and the Little White House often to use the

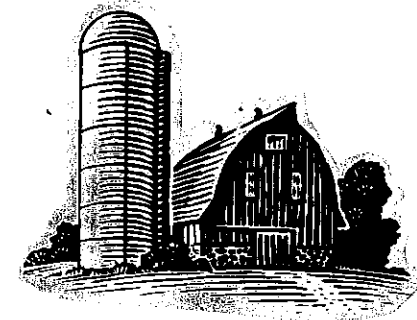


POST WWII

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

- Analyze the impact of the transformation of agriculture on Georgia's growth.
- 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.
- Discuss the impact of Ellis Arnall.

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



Hartsfield and Allen

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

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



HISTORY PART 5

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

- Describe major developments in civil rights and Georgia's role during the 1940s and 1950s; include the roles of Herman Talmadge, Benjamin Mays, the 1946 governor's race and the end of the white primary, *Brown v. Board of Education*, Martin Luther King, Jr., and the 1956 state flag.
- Analyze the role Georgia and prominent Georgians played in the Civil Rights Movement of the 1960s and 1970s; include such events as the founding of the Student Non-Violent Coordinating Committee (SNCC), Sibley Commission, admission of Hamilton Holmes and Charlayne Hunter to the University of Georgia, Albany Movement, March on Washington, Civil Rights Act, the election of Maynard Jackson as mayor of Atlanta, and the role of Lester Maddox.
- Discuss the impact of Andrew Young on Georgia.

CIVIL RIGHTS



Ellis Arnall, Melvin Thompson, and Herman Talmadge
– the three men in the 1946 Governor's Race.

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

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

A primary is an election to choose a candidate from a certain political party to run in the general (or major) election. During the early 20th century, Georgia had a **white primary**, where only whites were allowed to vote in the primary election. Ellis Arnall worked to get rid of this, and in 1946 it was declared unconstitutional.



A Supreme Court case in 1954 called ***Brown v. Board of Education*** changed schools forever. This landmark case said that there was no such thing as "separate but equal" and that schools in the South needed to integrate. This case overturned the *Plessy v. Ferguson* case that stated that segregation was legal as long as it was equal. Many southern whites were upset about the idea that the government was intervening in the schools, but for African-Americans, this was a major civil rights victory.

As a response to *Brown v. Board of Education*, Georgia changed its state flag in 1956. Its old flag before 1956 contained red and white stripes and the seal of the state. In 1956, as a response to integrating the schools, Georgia adopted the St. Andrew's cross (the Confederate battle emblem) as a part of their state flag. This upset many civil rights activists in the state. For years, the state flag was debated. Georgia later removed the emblem and changed its flag in 2001, and again in 2004.

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

I HAVE A DREAM...

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



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

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



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

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



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

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



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

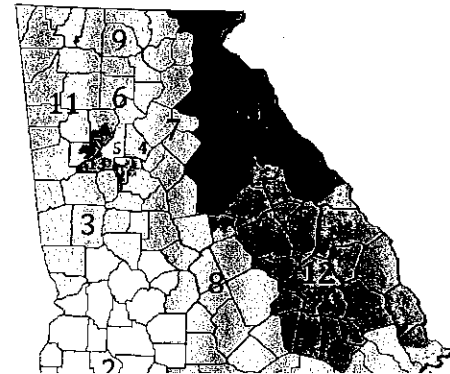
Andrew Young served Georgia in many ways. He was the first African-American representative of Congress since the age of Henry McNeal Turner and Reconstruction. He was a civil rights activist and served with Martin Luther King, Jr. (he was with King when he was assassinated). He was elected as the second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



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

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

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



MODERN GEORGIA

Jimmy Carter was the first Georgian to become president of the United States. Carter was born in Plains, Georgia and grew up believing segregation was wrong. He joined the Navy at a young age and after his time in the Navy **he served as a state senator** in Georgia in 1962 and 1964.

JIMMY CARTER



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

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

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



Georgia has seen a tremendous amount of immigrant communities come in to the state in the past twenty years. These immigrant

Georgia - total population



STATE AND LOCAL GOVERNMENT

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

- Explain the basic structure of the Georgia state constitution.
- Explain the concepts of separation of powers and checks and balances.
- Describe the rights and responsibilities of citizens.
- Explain voting qualifications and elections in Georgia.
- Explain the role of political parties in government.

IT'S NOT A TREE, BUT IT HAS BRANCHES!

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

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



**Legislative Branch -
Georgia General Assembly**



**Executive Branch -
Georgia's governor and Lt.
governor**



**Judicial Branch - Georgia's
Supreme Court and other
state courts**

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

Georgia's citizens are given many **rights and responsibilities**. Some of these rights given to Georgians are basic American rights - the right to bear arms, the

Georgia's two political parties are the Republican and

To vote in Georgia, you need to be 18 years old. You have to vote in the same county you live in.

THE LEGISLATIVE BRANCH

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

- Explain the qualifications, term, election, and duties of members of the General Assembly.
- Describe the organization of the General Assembly, with emphasis on leadership and the committee system.
- Evaluate how the legislative branch fulfills its role as the lawmaking body for the state of Georgia.

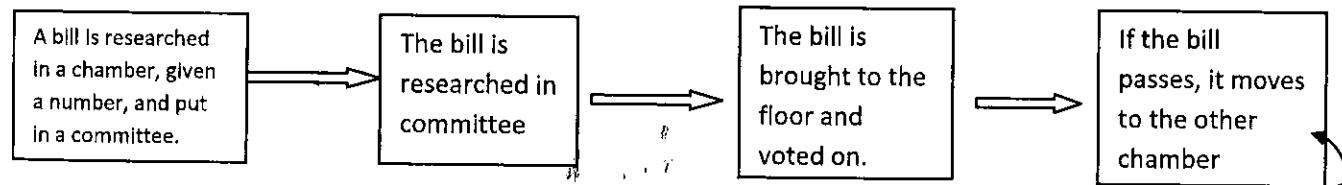
	Qualifications:	Senate:	House:
	Age:	Must be 25	Must be 21
	Citizenship:	GA – 2 years Must be US citizen	GA – 2 years Must be US citizen
	Terms:	2 years	2 years
	Election:	Elected in November	Elected in November
	Duties:	Write legislation (laws)	Write legislation (laws)

Organization in the House:

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

Organization in the Senate:

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



THE EXECUTIVE BRANCH

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

- a. Explain the qualifications, term, election, and duties of the governor and lieutenant governor.
- b. Describe the organization of the executive branch, with emphasis on major policy areas of state programs; include education, human resources, public safety, transportation, economic development, and natural resources.
- c. Evaluate how the executive branch fulfills its role through state agencies that administer programs and enforce laws.

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

Qualifications, Term and Election

	Governor	Lt. Governor
Age:	30 or older	30 or older
Time in state:	6 years (citizen)	6 years (citizen)
Time in US:	15 years (citizen)	15 years (citizen)
Term:	4 years (can serve two back to back terms) – after that, has to take a break.	4 years (there are no term limits for the Lt. governor)
Duties:	Signs/vetoes bills, appoints people to state agencies, head of state's executive branch, represents our state, sends out Georgia National Guard, etc.	Is the head of the Georgia State Senate. Becomes governor if the governor is too sick to serve or if the governor dies.

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

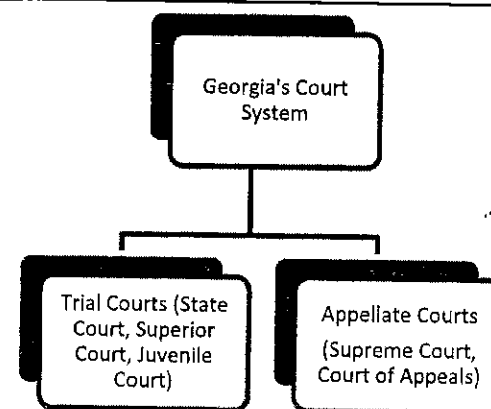
The governor is the head of many state agencies. Sometimes, he appoints the heads to these agencies, sometimes these people are elected. Some of these major areas are –

1. Education – The governor oversees education in the state of Georgia and funding for public schools.
2. Human resources – This consists of the Department of Labor and also deals with the Office of the Commissioner of Insurance. The human resources department handles state employee payments/benefits.
3. Public Safety – The governor is the head of the Georgia State Patrol, an organization that ensures the public's safety.
4. Transportation – The governor can oversee highway/railroad development projects, and is in charge of the

THE JUDICIAL BRANCH

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

- Explain the structure of the court system in Georgia including trial and appellate procedures and how judges are selected.
- Explain the difference between criminal law and civil law.
- Describe the adult justice system, emphasizing the different jurisdictions, terminology, and steps in the criminal justice process.
- Describe ways to avoid trouble and settle disputes peacefully.
- Evaluate how the judicial branch fulfills its role in interpreting the laws of Georgia and ensuring justice in our legal system.



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

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

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

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



Civil Law

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



Criminal Law

Um...when can I GTL?!



Snooki, you're sentenced to jail for 30 days!

In the adult justice system, all adults are given the right to a fair trial under the law and due process of law. The crime you commit (felony

In Georgia, our standards want you to know how to avoid trouble and settle disputes peacefully. Some disputes can be settled out of court with a mediator – someone who resolves

LOCAL GOVERNMENT

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

- a. Explain the origins, functions, purposes, and differences of county and city governments in Georgia.
- b. Compare and contrast the weak mayor-council, the strong mayor-council, and the council-manager forms of city government.
- c. Describe the functions of special-purpose governments.
- d. Evaluate the role of local government working with state agencies to administer state programs.

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

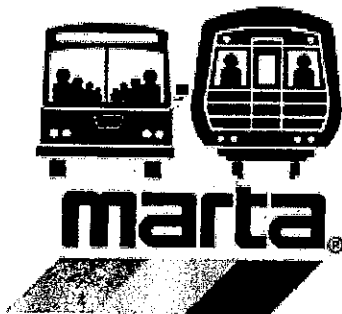
	County Government	City Government
Origins	Created by Georgia's constitution to be identical.	Cities are created by the state and have to meet certain requirements.
Functions	Provide services and protection - like police/fire, school districts, transportation, public utilities, parks and rec department, etc.	Provide services and protection - cities MAY provide services like police/fire, school districts, public transportation, etc. Services depend on city's charter and size.
Purposes	To protect and serve people	To protect and serve people
Differences	Led by a group of elected commissioners	Led by a mayor, city council, or a city manager (depending on the form of government)

City and county governments are very similar. Both provide services to the people within their jurisdiction (the area they cover). However, both the city and county governments function differently. Counties are headed up by commissioners, and cities are governed by either a mayor, a city council, or a city manager.

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

1. **The weak mayor council** - in this form of city government, the mayor is a figurehead (no real power - just looks pretty). He/she has very limited power. The city council (the people in cities that make laws) has most of the power in this form of government.
2. **The strong mayor council** - in this form of government, the mayor is, well, strong. He/she has executive powers. He/she can veto (deny) or approve bills (wannabe laws). Atlanta has a strong mayor.
3. **The council-manager form** - in this form of government, the city council has legislative powers. The city council chooses a city manager to handle the budget and other city functions.

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



Local governments ALWAYS have to work with the state to make sure laws are enforced. For example, the school systems have to work with the state to make sure that they meet state guidelines. Police departments have to make sure that state laws are followed/updated. The local government follows state/national rules at all times!

JUVENILE JUSTICE

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

- Explain the difference between delinquent behavior and unruly behavior and the consequences of each
- Describe the rights of juveniles when taken into custody.
- Describe the juvenile justice system, emphasizing the different jurisdictions, terminology, and steps in the juvenile justice process.
- Explain the seven delinquent behaviors that can subject juvenile offenders to the adult criminal process, how the decision to transfer to adult court is made, and the possible consequences.

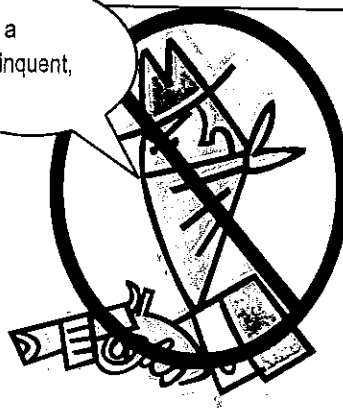
A juvenile in the state of Georgia is someone who is under the age of 17. Juveniles in Georgia are protected under the law, but there is still a process to deal with juvenile crime.

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

As a juvenile, you have many rights.

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

I'm a delinquent, vo!



There are steps in the juvenile justice process. If you are arrested as a juvenile, you have a 1) probable cause hearing to determine if you will be detained or not, 2) next, you have an adjudicatory hearing, where a judge hears your case. Then, you have a 3) dispositional hearing, where the judge decides innocence or guilt in your case (no jury). The courts can also determine if you have been depraved - this means that they can decide if your parents took good care of you or not and they can take you away from your parents if you are being neglected.

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

These crimes are:

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

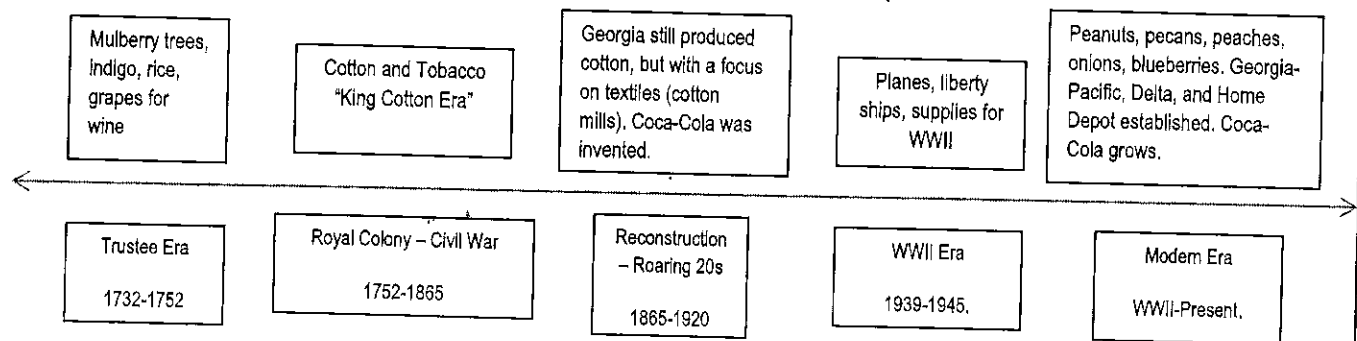
For a more detailed definition, please ask your teacher. 😊

ECONOMICS

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

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

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



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

SS8E2 The student will explain the benefits of free trade.

- Describe how Georgians have engaged in trade in different historical time periods.
- Explain how the four transportation systems from SS8G2 contribute to Georgia's role in trade.

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

Barter Economy:

Trading

GEORGIA BUSINESS

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

- Define profit and describe how profit is an incentive for entrepreneurs.
- Explain how entrepreneurs take risks to develop new goods and services to start a business.
- Evaluate the importance of entrepreneurs in Georgia who developed such enterprises as Coca-Cola, Delta Airlines, Georgia-Pacific, and Home Depot.

Terms:

An entrepreneur is someone who starts his/her own business.

Profit is money you make after expenses.

Incentives are reasons people want to become entrepreneurs.

Risks are bad things that could happen because of your business decision.

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



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

Coca-Cola was created by John Pemberton in 1886 as a headache medicine and "nerve tonic," but it evolved into a soft drink after the Coca-Cola syrup was mixed with carbonated water. Coca-Cola was made famous by Asa Candler, who further developed the product after Pemberton's death. Today, Coca-Cola is one of the most internationally known companies in the world and makes enormous profits.



Georgia-Pacific

Georgia-Pacific is a company that uses trees to produce paper products as well as building supply products. This company was created in 1927 by Owen Cheatham. Today, Georgia-Pacific operates on both the east and west coasts (why it has the name Georgia-Pacific) and employs thousands.

Delta Airlines was created in 1924 by B.R. Coad and C.E. Woolman. It started as a crop dusting company and...

REVENUE

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

- Trace sources of state revenue such as sales taxes, federal grants, personal income taxes, and property taxes.
- Explain the distribution of state revenue to provide services.
- Evaluate how choices are made given the limited revenues of state and local governments.

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

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

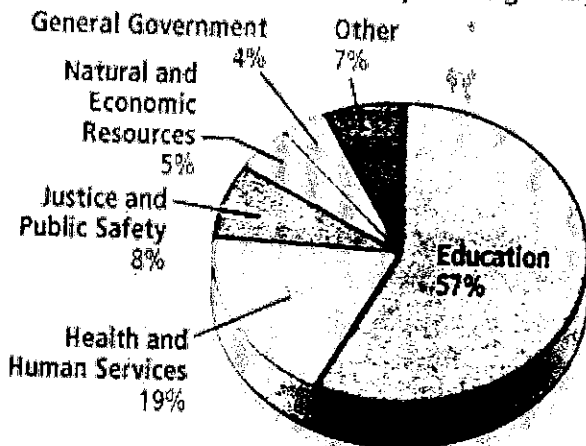
Sales Taxes – These are taxes that on things you buy. Sales taxes can be 6-8 percent depending on which county you live in. (Think that ice cream is a dollar? Try \$1.07!)

Income Taxes – These are taxes on your paycheck. When you get your first job, taxes will be taken out on your income – usually around 1/4 of your paycheck will pay for federal and state taxes.

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

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

General Fund Operating Budget



Source: Georgia Department of Planning & Budget.

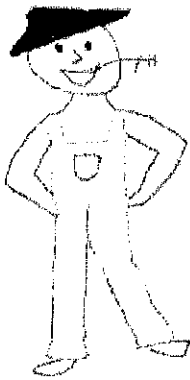
If you look at the pie chart to your left, you will see how Georgia decides to spend its revenue that it takes in.

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

Unlike our national government (which is trillions of dollars in debt), the Georgia Constitution says **that our budget must be balanced**. Because of this, Georgia's governor and General Assembly must make choices about which state agencies get their funding cut. If Georgia's revenues are up, then the state is able to fund its agencies more effectively. If the revenues are down, Georgia must then work to take away funding from certain state agencies (the General Assembly and governor make those choices).

PERSONAL MONEY MANAGEMENT

SS8E5 The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.

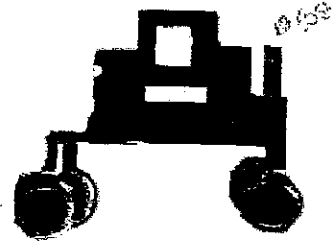


**This is Jim Bob.
He is a farmer.**

Jim Bob makes around \$20,000 a year. \$20,000 a year is Jim Bob's **income**. His income is the money he makes. That leaves Jim Bob with around \$1,200 dollars a month, after taxes.

Jim Bob's Bills:

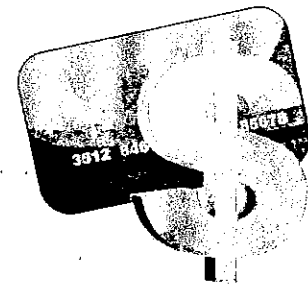
- House payment: \$500
- Farm Equipment bills: \$300
- Groceries: \$150
- Power bill: \$150
- Cell phone: \$50
- Car payment/insurance: \$300
- Total: \$ 1,450 a month



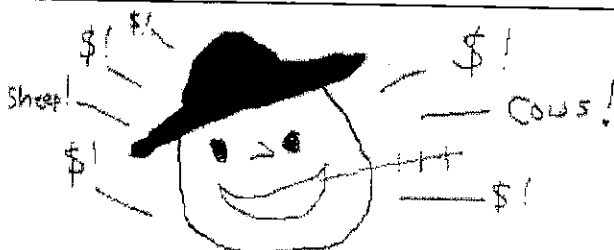
Wait a minute... Jim Bob only makes \$1,200 dollars a month... he spends \$1,450 dollars!! He is **spending (or **consuming** – using to buy goods and services) more than he is **saving** (or keeping and not spending). Poor Jim Bob.**

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

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



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



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

Think about an **investment** Jim Bob could make. Should he invest in the stock market, a business, or real estate? Or, should he think about an agricultural investment since he is a farmer?