

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class Period: \_\_\_\_\_

## Matching Up Georgia's Reconstruction

## Chapter 9

**Directions:** Test your knowledge of who and what from the Reconstruction period of Georgia's history by matching the names in the right column with the appropriate terms or activities on the left.

- |           |  |    |                          |
|-----------|--|----|--------------------------|
| _____ 1.  | Georgia's major seaport for exporting cotton during the Reconstruction period                              | A. | Atlanta                  |
| _____ 2.  | The amendment that made slavery illegal in the United States   | B. | Black Codes              |
| _____ 3.  | Laws passed to restrict the rights of the newly freed African Americans                                    | C. | carpetbaggers            |
| _____ 4.  | One who farmed land he did not own but who did own some equipment and farm animals                         | D. | discrimination           |
| _____ 5.  | Members of Congress who wanted to punish the South harshly after the Civil War                             | E. | Fifteenth Amendment      |
| _____ 6.  | A mythical bird, said to be reborn periodically from ashes, used in the center of the city seal of Atlanta | F. | Fourteenth Amendment     |
| _____ 7.  | Southerners who supported the Republicans during Reconstruction  | G. | Georgia Act              |
| _____ 8.  | The state-owned railroad that was still in operation at the end of the war in Georgia                      | H. | General Oliver O. Howard |
| _____ 9.  | Appointed provisional governor of Georgia after the Civil War  | I. | James Johnson            |
| _____ 10. | The unfair treatment of individuals or groups because of prejudice   | J. | Ku Klux Klan             |
| _____ 11. | Congressional legislation that returned Georgia to military control in 1869                                | K. | Marthasville             |
| _____ 12. | The amendment to the U.S. Constitution that gave all male citizens voting rights                           | L. | phoenix                  |
| _____ 13. | Became Georgia's capital city in 1868  | M. | General John Pope        |
| _____ 14. | Military governor of Georgia during the second part of Reconstruction                                      | N. | radical Republicans      |
| _____ 15. | Terrorist organization designed to intimidate African Americans  | O. | Savannah                 |
| _____ 16. | U.S. Constitutional amendment providing equal protection of the law to all                                 | P. | scalawags                |
| _____ 17. | Group of northerners who moved south after the Civil War to help with Reconstruction                       | Q. | sharecropper             |
| _____ 18. | Second name given to city of Atlanta   | R. | tenant farmer            |
| _____ 19. | First head of the Freedmen's Bureau  | S. | Thirteenth Amendment     |
| _____ 20. | A farmer who did not own land, supplies, animals, or equipment for farming                                 | T. | Western and Atlantic     |

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# The Redemption Years

# Chapter 9

**Directions:** The Redemption period followed Reconstruction. It was a time when the Bourbon Triumvirate tried to reclaim the state from the scalawags and carpetbaggers. Opinions about the contributions of the three Georgians to the political, social, and economic recovery of the state vary. Below is a chart with a column for each of these three leaders and a list of facts about the Bourbon Triumvirate. Your job is to place these descriptive facts in the correct column. Note that a fact may apply to more than one individual.

Joseph E. Brown	Alfred H. Colquitt	John B. Gordon

### Descriptive Facts to Place in Chart

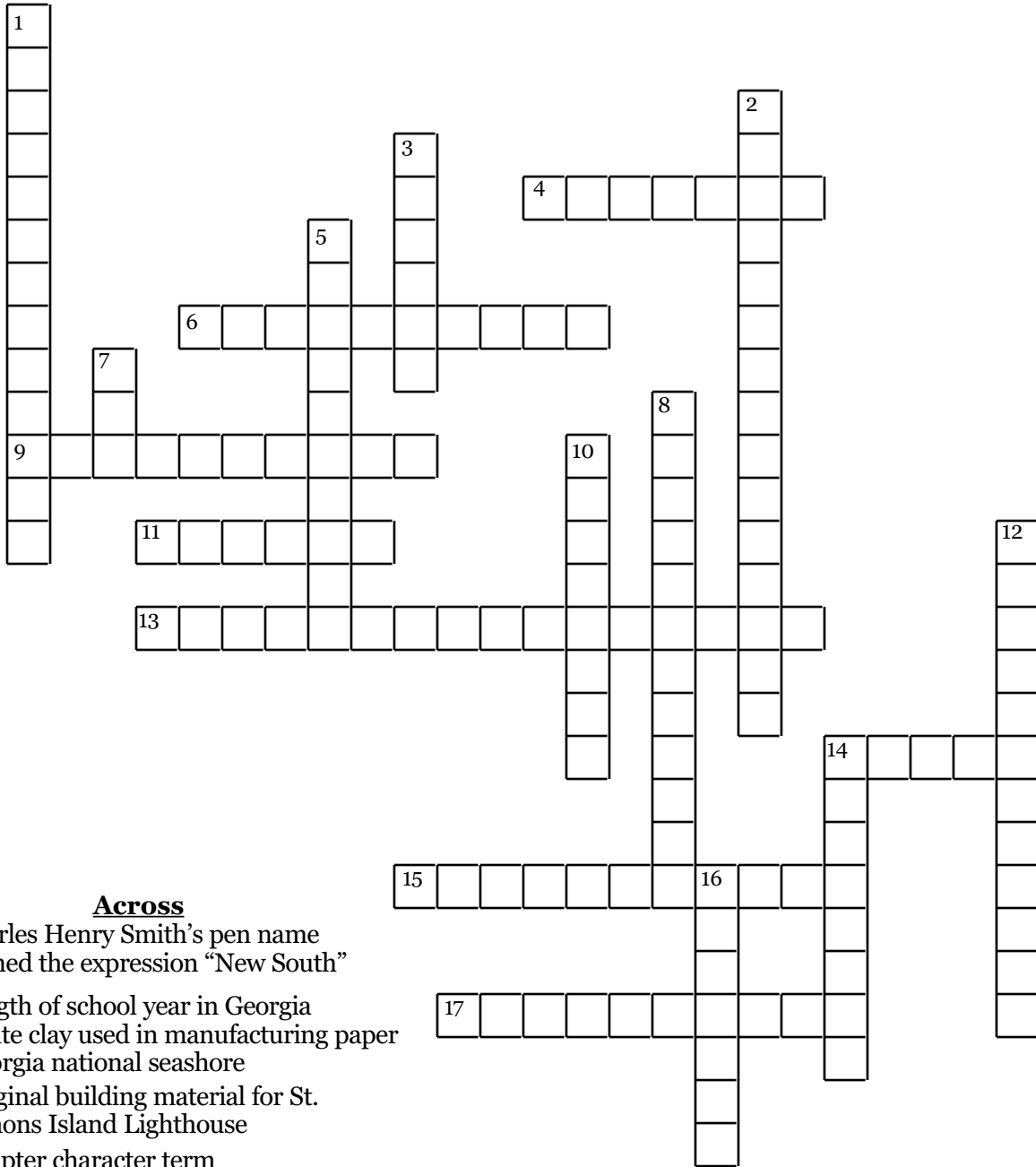
- . Close friend of Joseph E. Brown
- . Governor of Georgia
- . Born in Upson County
- . Took John Gordon's seat in U.S. Senate
- . Headed a company that leased railroads
- . Worked as coal mine manager
- . Civil War military leader
- . Attended University of Georgia
- . Lawyer
- . Brought new business to state
- . Put on trial for corruption but found innocent
- . Elected to U.S. Senate
- . Fought in Mexican-American War
- . Grew up in Union County
- . Trustee of University of Georgia
- . News correspondent
- . Born in Walton County
- . Judge
- . Was appointee of Gov. Colquitt
- . Graduate of Princeton
- . Wrote a book about the war
- . Believed in white supremacy
- . Graduate of Yale
- . Wanted Georgia to go along with radical Reconstructionists
- . President, Atlanta Board of Education
- . Had a college named after him
- . Believed in educational improvement

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# The New South Crossword

# Chapter 9

**Directions:** There were other people and events that took Georgia into the New South era. Check your chapter reading comprehension of pages 314 to 328.



**Across**

- 4. Charles Henry Smith's pen name
- 6. Coined the expression "New South"
- 9. Length of school year in Georgia
- 11. White clay used in manufacturing paper
- 13. Georgia national seashore
- 14. Original building material for St. Simons Island Lighthouse
- 15. Chapter character term
- 17. Atlanta home of Joel Chandler Harris

**Down**

- 1. Helped end the convict lease system in Georgia
- 2. Instituted co-ops in Georgia
- 3. The Patrons of Husbandry
- 5. One product made from naval stores
- 7. Helped provide equal treatment for African American students
- 8. What students sat on in school classroom
- 12. Famous Georgia author born in Macon
- 14. Georgia's first major industry
- 16. Mythical bird pictured in Atlanta's city seal

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class Period: \_\_\_\_\_

## **Directed Reading: Chapter 9 Civil Rights in the New South Era (Page 1)**

**Directions:** The numerous and constant challenges facing African Americans continued into the New South Era in Georgia and throughout the region. But the impact of the accomplishments of four Georgians can still be felt today, over 127 years later. Read the spotlight material, then respond to the questions that follow.

### **Spotlighting Outstanding Georgians**

Congress had passed the Civil Rights Act of 1875 forbidding discrimination in hotels, land or water conveyances, theaters, and other places of public amusement. However, African Americans in the South were still at the mercy of white supremacists and the Ku Klux Klan. The many Jim Crow laws resulted in separate and very unequal facilities such as restrooms, water fountains, railroad cars, waiting rooms, restaurants, and public schools.

Georgia's public schools had opened for all children in 1871 but were totally segregated by 1877. In order to vote, the constitution in 1877 required that all past and current taxes be paid. Severe economic conditions at the time made it almost impossible for most people to find the cash to keep taxes current. In effect, they were denied the right to vote.

#### **Carrie Steele**

Orphaned as a slave, Carrie Steele worked as a maid at Atlanta's Union Railroad Station. At the station, she found children left by parents who could not care for them. Steele took the children to her home and fed, clothed, and cared for them. Soon, there were more children than her house could hold. She sold her house and, using money donated by people in the community, opened the Carrie Steele Orphanage in 1888. When Steele once again faced financial difficulties, the city of Atlanta purchased the Carrie Steele home. It was renamed the Carrie Steele Logan home after she married Josehia Logan. Carrie Steele died in 1900, but the orphanage has cared for over 20,000 children.

#### **Amanda Dickson**

One African American who had no problems paying her taxes was Amanda Dickson, a native of Hancock County and the daughter of David Dickson, a white planter, and a slave named Julia. When Dickson died, he left control of his estate (possessions) to Amanda. Predictably, the white relatives filed suit, charging that a white man could not leave property to nonwhite children. Amanda Dickson fought the suit all the way to the Georgia supreme court. In 1887, the court ruled that a person with black and white ancestry could inherit from a white parent. The ruling awarded the estate, worth \$300,000, and 17,000 acres of land to Amanda Dickson. She moved to Augusta and lived in a fine home between the residences of two bank presidents until her death in 1893.

#### **William Finch**

William Finch was known as the "father of black public schools" in Atlanta. Finch was a successful Atlanta businessman who was elected to the city council. In 1870, only two Atlanta public schools, opened by the Freedmen's Bureau, were available for African American students -- Stoors Grammar and Summerhill Grammar. Both of the schools were in railroad boxcars. The only education available for high school students was through a special program at Morris Brown College, but that required the payment of tuition. The tuition limited enrollment to a select few who could afford the price or who could earn scholarships from churches, civic groups, or benefactors.

## **Directed Reading: Chapter 9 Civil Rights in the New South Era (Page 2)**

### **William Finch (continued)**

A bond issue was proposed by the city to build additional schools. Finch led black voters to defeat the bond issue because of the unequal schools and the lack of a free or public high school for African Americans. Another bond issue was proposed, and William Finch was promised that two grammar school buildings and a high school for African American students as well as additional grammar schools would be built if he would support the bond issue. With Finch's support, the bond issue passed. However, it was another fifty-two years before the promise was fulfilled and Booker T. Washington High School was constructed in 1924.

While he served on the city council and after he returned to private life, William Finch worked for more schools for black students. His successful efforts in Atlanta led other cities in Georgia to push for equal access to classrooms.

### **Henry O. Flipper**

Henry O. Flipper was born in Thomasville in 1856. His slave father was a skilled workman who bought his family's freedom. After the Civil War, Flipper attended Freedmen's Bureau American Missionary Association schools. He next went to Atlanta University and, in 1873, was appointed to West Point Military Academy.

Second Lieutenant Flipper was the first black to graduate from West Point. He was assigned to the all-black Tenth Cavalry. During the next four years, he served on five army posts in Texas. At Fort Davis, Flipper's commanding officer accused him of "embezzling funds and conduct unbecoming an officer and gentleman." The officer said Flipper failed to turn in \$4,000 in commissary funds. At a general court martial, Flipper was found innocent of taking the money, but guilty of bad conduct. On June 30, 1882, he was discharged from the army.

Flipper remained in the West and became a successful engineer and special agent for the U.S. Department of Justice. When the Spanish-American War broke out, he offered his services to the army. Bills were introduced in both houses of Congress to have Flipper's army rank restored. Both bills were defeated.

Senator Albert Fall brought Flipper to Washington as a congressional subcommittee translator and interpreter. Flipper later went to Venezuela and worked for an oil company. In 1930, he returned to Atlanta and lived with his brother Joseph, an A.M.E. Church bishop. Until his death in 1940, Flipper said he was innocent of the army's charges. He believed he had been accused because, while at Fort Davis, he had gone horseback riding with one of the few white women in the territory. In 1973, Flipper was cleared of all charges.

The following year, a bust of Flipper was unveiled at West Point. At the ceremony, the superintendent of the Academy said Flipper had "become one of the most honored citizens of the nation, a credit to all of its people and its rich diversity."

**Directions:** Complete the following activities on a separate sheet of paper.

1. In your own words, summarize the accomplishments of each of the four outstanding Georgians.
2. For each person, write three or four character traits or descriptive adjectives that exemplify the person and his or her contributions to Georgia.
3. If you could have a conversation with one of these four outstanding Georgians, who would you choose and why? Write out at least four questions that you would want to ask.

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# You Be the Head of the House Extension Activity (Page 1)

## Chapter 9

**Directions:** Today, if you want to buy the latest CD or DVD, you either use your allowance or tell your parents that you just "must have" it and you will never ask for anything again! But after the Civil War, surviving was the main issue for most families. To get a feel for the period, imagine that you are the head of the household, making decisions based on the information provided below. You will need to use your math skills carefully; otherwise, your imaginary family will be in serious trouble. Your family includes a spouse and three children: an infant, a 9-year-old girl, and a 12-year-old boy.

### Selected Prices

- |                                     |  |
|-------------------------------------|--|
| Two-room, 16x22 house: \$300.00     | Woman's dress outfit: \$4.50                   |
| Monthly rent: \$10.00 - \$25.00     | Woman's hat: \$3.00                            |
| Monthly utilities and food: \$40.00 | Cashmere: \$1.00 for three yards               |
| Coffee: \$0.33 a pound              | Cloth: \$0.25 a yard                           |
| Bar of soap: \$0.05                 | Kerosene: \$0.13 a gallon                      |
| Doctor's home visit: \$20.00        | <i>Daily Sun</i> newspaper: \$0.01             |
| Sugar: \$0.07 a pound               | Two-seat farm wagon: \$5.00                    |
| Bread: \$0.10 a loaf                | Photographic portrait by Matthew Brady: \$5.00 |
| Steak: \$0 .50                      | Edison gramophone: \$20.00                     |
| Tomatoes: 10 for \$0.10             | Glass of Coca Cola \$0.05                      |
| Butter crackers: \$0.10 a pound     | Classic Peacemaker gun: \$17.00 by mail order  |
| Butter: \$0.15 a pound              | Gold enameled locket: \$2.00                   |
| Man's shirt: \$0.88                 | Solid gold ear drops: \$3.00                   |

1. From the following list, select a job based on your interests, not on the salary.

- |                            |                              |
|----------------------------|------------------------------|
| Bank clerk, \$1,800 a year | School teacher, \$360 a year |
| Farm worker, \$180 a year  | Sheriff, \$900 a year        |
| Reporter, \$1,020 a year   |                              |

My Choice: \_\_\_\_\_

2. Will you have a small garden? \_\_\_\_\_ Yes \_\_\_\_\_ No  
In your garden, what types of crops would you grow? (Remember the seasons.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Establish your weekly budget based on your salary.

- |           |       |
|-----------|-------|
| Rent      | _____ |
| Utilities | _____ |
| Clothes   | _____ |
| Groceries | _____ |

Other (List items you want to add to the budget. Use another sheet if necessary.)

_____	_____
_____	_____
_____	_____

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class Period: \_\_\_\_\_

## You Be the Head of the House Extension Activity (Page 2)

## Chapter 9

4. On a separate sheet of paper, plan three meals a day for one week and estimate the cost of food for that week.
5. As the head of the family, you have the responsibility for assigning jobs to the children. What chores would you assign the 9-year-old and the 12-year-old?

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6. At the end of a week, how much money will you have spent on your family and how much is left for the remaining three weeks of an average month?

Spent: \_\_\_\_\_ Remaining funds: \_\_\_\_\_

7. Imagine that the holidays are coming and you want to arrange for Christmas or Hanukkah presents. What would you give to the other family members? How much would the gifts cost based on your judgment from the prices given earlier?

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8. What lesson do you think you were supposed to learn from this worksheet?

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What lesson did you learn? \_\_\_\_\_

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9. What were some of the choices heads of families had to make during this time period?

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In closing, how was life as the head of a family similar to or different from life today?

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## Join the White House for Dinner on President Grant's Birthday Enrichment Activity (Page 1)

## Chapter 9

**Directions:** Birthdays at the White House were not only a time for celebration, but also a time to show off the nation's official residence's best foods, wines, china, and silver. State dinners for guests and dignitaries from around the world were numerous. Formal dinners and dances were a chance to celebrate and show off at the same time. Read the menu for one of President Grant's birthday dinners, and answer the questions that follow. By the way, the menu was originally printed in French, but has been translated for your activity.

	<u>Course</u>	<u>Menu</u>	<u>Wine</u>
1.	Cold Seafood Appetizer	Clams	Sauterne
2.	Soup	Crab Bisque	Amontillado
3.	Hors d'Oeuvre	Cold Chicken	
4.	Fish	Baked Trout & Hollandaise Sauce French potatoes Cucumbers	Johannisberger
5.	Beef	Filet of Beef & Bernardi Sauce	Ernest Jeroy
6.	Entrees (Main Course)	Cornish Game Hen Young Green Beans Calf Sweetbreads Baby Peas Asparagus & Cream Sauce	
7.	Sorbet	Lemon and Raspberry	
8.	Roasted Meat	Squabs (Pigeons) Lettuce Salad	
9.	Dessert	Baked Fruits in Pastry Frozen Sloe Gin (Liquor and Blackthorn Plum) Whipped Cream Pastry Horns	
10.	Fruit, Cheese, Cakes	Fresh Fruit Cheeses Cakes and Petit Fours	Coffee

After dinner, the men adjourned to the library for brandy and cigars. The women retired to the drawing room for coffee and a sweet after-dinner liqueur.

1. What were some of the purposes of the wines served with different courses?
2. How long do you think such dinners lasted?
3. If a person had one glass of each wine served, how many glasses would a diner have?



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## **Join the White House for Dinner on President Grant's Birthday Enrichment Activity (Page 2)**

## **Chapter 9**

4. Based on your studies about the different presidents, did all presidents serve alcoholic beverages in the White House?
  
5. Which, if any, food items would you have "passed" on? Why?
  
6. Which items do you think the dinner guests favored the most and why?
  
7. Can you guess the number of pieces of silverware at each place setting? \_\_\_\_\_  
Plates? \_\_\_\_\_ Glasses? \_\_\_\_\_
  
8. Rewrite the menu for a birthday celebration at home.
  
9. One item served at formal dinners is usually in a very different order than we normally are accustomed to when eating an informal dinner at home. What is it?
  
10. Grant's presidency featured lavish dinners that often had more than twenty-five courses. In your opinion, should presidents have a special budget for important State dinners (formal entertainment for dignitaries and foreign guests or officials)? Why or why not? How about a special budget for holidays or special occasions such as birthdays? Why or why not?

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## Chapter 9 Test (Page 1)

**Directions:** Complete each sentence with the most appropriate word or phrase. Write your answer in the space provided.

1. The federal government agency designed to help newly freed slaves adjust to a changed life at the end of the Civil War was the \_\_\_\_\_.
2. Because Georgia's wealth was tied up in land, cotton, and slaves, Georgia lost an estimated \_\_\_\_\_ percent of its material wealth in the Civil War.
3. The plan to rebuild the South and restore it to the Union was known as \_\_\_\_\_.
4. President Abraham Lincoln was assassinated by \_\_\_\_\_, a southern sympathizer.
5. Vice President \_\_\_\_\_ became president after the death of President Lincoln.
6. The amendment to the U.S. Constitution that guarantees every citizen equal protection of the law is the \_\_\_\_\_ Amendment.
7. The amendment to the U.S. Constitution that ended slavery in the United States was the \_\_\_\_\_ Amendment.
8. To restrict the rights of the newly freed slaves, most southern states, including Georgia, passed \_\_\_\_\_.
9. The organization that tried to prevent African Americans from voting during the Reconstruction period was the \_\_\_\_\_.
10. The \_\_\_\_\_ returned Georgia to military control in 1869.
11. \_\_\_\_\_ was the agricultural system in which workers farm other people's land using tools, equipment, and supplies provided by the landowner.
12. At the end of Reconstruction, \_\_\_\_\_ was Georgia's most important agricultural crop.
13. Northerners who came to the South during Reconstruction were known as \_\_\_\_\_.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class Period: \_\_\_\_\_

## Chapter 9 Test (Page 2)

**Directions:** Complete each sentence with the most appropriate word or phrase. Write your answer in the space provided.

14. The three Georgia leaders known as the "Bourbon Triumvirate" were \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
15. \_\_\_\_\_ was the *Atlanta Journal* writer who campaigned for reforms, women's suffrage, and temperance in Georgia.
16. The prison system, from which the Bourbon Triumvirate benefitted, that allowed prisoners to work for private businesses was called the \_\_\_\_\_. That system was eventually replaced by \_\_\_\_\_.
17. The phrase *New South*, coined by Atlanta journalist \_\_\_\_\_, described a region that could strengthen economic ties with the industrial North.
18. Early teacher training institutions were known as \_\_\_\_\_.
19. Georgia's public schools were segregated from 1877 until the \_\_\_\_\_.
20. Members of the \_\_\_\_\_ could take advantage of cooperative buying stores, or co-ops.
21. \_\_\_\_\_, one of Georgia's most famous poets, wrote about Georgia's coastal areas in "The Marshes of Glynn."

**Directions:** Write your answers to the following questions in the space provided. Be sure to use complete sentences.

22. What was the difference between presidential Reconstruction and Congressional Reconstruction?
  
  
  
  
  
  
  
  
  
  
23. What is *white supremacy*?