

Name: _____ Date: _____ Period: _____

Unpacking the Standards Unit 7: New South Era

At the end of the Unit: Students should be able to explain how Georgia became more industrialized, including the people and events that helped to create the New South. Students should also be able to explain the advancement of rights for African Americans with emphasis on the individual African Americans who helped to push for better social and economic treatment. Students should be able to describe the cause and effects of the Leo Frank case, and it's impact on other minority groups.

Standards:

H7-Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era.

- a. Identify the ways individuals, groups, and events attempted to shape the New South; include the Bourbon Triumvirate, Henry Grady, International Cotton Expositions, and Tom Watson and the Populists.
- b. Analyze how rights were denied to African Americans or Blacks through Jim Crow laws, *Plessy v. Ferguson*, disenfranchisement, and racial violence, including the 1906 Atlanta Riot.
- c. Explain the roles of Booker T. Washington, W. E. B. DuBois, and Alonzo Herndon in advancement of the rights of African Americans or Blacks in the New South Era.
- d. Examine antisemitism and the resistance to racial equality exemplified in the Leo Frank case.

E2a-Describe how profit is an incentive for entrepreneurs.

What do the standards say?

1. List 3 of the 5 individuals, groups, or events that helped to create the New South
 - a.
 - b.
 - c.
2. African Americans were denied rights through _____ laws, the Supreme Court Case of _____ v _____, and _____.
3. What event took place in 1906 that demonstrated the racial violence that took place in the New South Era?
4. What three men helped to advance the rights of African Americans in the New South?
 - a.
 - b.
 - c.
5. What court case displayed antisemitism and the resistance to racial equality in the New South?
6. What is an incentive for entrepreneurs?