

Name _____ Class _____ Date _____

GUIDED READING

Georgia Its Heritage and Its Promise

Chapter 19: A Step Backward for Civil Rights

Section 1 African Americans and Segregation

Directions: Use the information from page 472 - 480 to complete the following.

1. The late 1800s and early 1900s was a period when prejudice resulted in growing _____, _____, and even violence.
2. By the end of the period, laws and customs had created a _____-class citizenship.
3. A major step toward this lower status was the establishment of _____ segregation.
4. One of the most significant methods to _____ white supremacy in society was the _____ of segregation laws.
5. The U.S. Congress had a _____ Act in 1875, which made discrimination in _____ places illegal.
6. But in the 1880s, a series of cases called the "civil rights cases," the _____ Court had said that, while government could not discriminate, it could not prevent owners of _____ businesses from deciding who they would _____.
7. Throughout the 1890s and early 1900s, both the state of _____ and local communities passed laws and ordinances calling for segregation, or _____ laws.

8. The term _____ had been used in the mid-1800s for a type of black character in _____ shows. White performers _____ their faces and sang and danced in a way that made _____ of African Americans. The term became a racial _____.
9. "Jim Crow" was first connected to _____ in the North before the Civil War.
10. The term survived and became the _____ for the new laws that _____ states passed to create a second-class, separate, and _____ position for African Americans.
11. Jim Crow laws made the practice of segregation _____.
12. _____ cars were among the public spaces that states segregated.
13. _____ passed such a law in 1891. A similar Louisiana law was _____ on purpose by African Americans who thought it was _____ under the Fourteenth Amendment.
14. Homer _____ (who was one-eighth African American and seven-eighths white in heritage) _____ the Louisiana law after he was removed from a first-class railroad car.
15. In the famous 1896 _____ v. _____ decision, the U.S. Supreme Court _____ that public places could be separate by _____, but that they had to be "_____."
16. This _____ - _____ - _____ doctrine allowed segregation to continue in the United States for decades.

17. Supreme Court _____ John Marshall Harlan _____ with the *Plessy v. Ferguson* decision. He wrote that if the Supreme Court _____ separate train cars, it could lead to many other _____ of segregation.
18. With the separate-but-equal doctrine _____ by the Supreme Court, _____ states began _____ dozens of state laws and local ordinances to _____ separate public spaces from cradle to grave, from separate schools and _____ to separate _____.
19. The Supreme Court decision that first applied the separate-but-equal doctrine to _____ was a case from Georgia- _____ v. _____ *County Board of Education*. The 1899 *Cumming* decision allowed Richmond County to keep a white high school _____ while _____ Ware High School for African American students.
20. The court said the Richmond County Board of Education's _____ to use the Ware High _____ for black elementary schools instead of the high school did not establish _____.
21. The decision also acknowledged that _____ allowing African Americans in _____ schools was constitutional. In practice, the separate aspect of the doctrine was enforced, but the _____ part was not.
22. These laws affected the lives of _____ black and white Georgians and had a profound impact on the _____ between the races.
23. _____ places became more and more separate.

24. While African Americans could _____ in stores, they could not _____ at lunch counters in those stores. Courts used separate _____ to swear in witnesses.
25. Eventually _____ and water _____ were separate, as were the _____ rooms in railroad and streetcar stations.
26. "_____ Only" and "_____ Only" signs began to appear throughout Georgia and the other southern states.
27. Whites had the _____ - _____ - _____ on sidewalks and roadways.
28. No matter how _____ and _____ African Americans became, they were always considered _____ to any whites.
29. _____ and violence became the way to enforce the _____ rules of racial standing.
30. As these new forms of _____ interaction were emerging, Georgia went through a period of difficult racial _____ and sometimes violence.
31. A form of _____ violence was lynching. _____ occurs when a mob of people murder someone. _____ and shooting were the most common methods of killing.
32. African Americans had a variety of _____ to the Jim Crow laws in the South. Some _____ away. In the 1880s, a _____ of African Americans from the South to the _____ began.
33. During the Civil War, the U.S. Congress had passed the _____ Act to _____ people to settle in the grassy, flat, windy plains.

34. A family could become owners of _____ acres of land (one-fourth of a square mile) if they _____ on and _____ the land for _____ years.

35. African Americans who were part of this migration west were known as _____.

36. A.M.E. Bishop Henry McNeal _____, one of those legislators _____ from the Georgia General Assembly during Reconstruction, became increasingly concerned that African Americans would not ever have _____ in the United States.

37. He began to preach that African Americans should migrate to _____.

38. By the early twentieth century, small numbers of African Americans began to move _____.

39. Those numbers _____ after 1915. In that year, the _____ was _____ at Georgia's Stone Mountain, and _____ of violence against African Americans increased.

40. Another draw to the North was _____.

41. The numbers of African Americans leaving the _____ became so great that this movement from South to North became known as the _____.

42. In the late nineteenth and early twentieth century, however, most African Americans did not _____.

43. They had to " _____ [their] _____ " where they were.

44. Those words were spoken by _____, a major leader for the black community during this time.
45. Freed at the end of the Civil War, Washington worked hard in a West Virginia _____ before becoming a _____ boy for the mine's owner. The mine owner's wife _____ Washington to _____.
46. At sixteen, he entered _____ in Virginia, where he worked his way through school
47. On the recommendation of his Hampton principal, he became the _____ of a new school for African Americans in _____, Alabama.
48. Washington _____ that African Americans had to acquire the _____ and _____ that would help them find jobs and raise their economic status.
49. In 1895, the organizers of the International _____ Exposition in Atlanta asked Washington to _____ on the opening day.
50. [In his speech] He urged whites to _____ African Americans. He hoped that _____ would come, although he believed it would be _____.
51. This seeming _____ of segregation and social inequality in order to get along with southern whites became known as "_____."
52. To Washington, who had _____ with southern whites his entire life, this was a _____ approach.
53. He believed that it might _____ in better race _____ and a gradual _____ acceptance of African American equality.

54. In the early 1900s, an emerging African American _____ began to debate Washington's ideas.
55. William Edward Burghart (W.E.B) _____ had grown up in Massachusetts, where he had been _____ free and had not faced the same racial _____.
56. His first encounter with _____ came in 1885 when he went to _____, Tennessee, to attend _____ College.
57. He was _____ affected by his _____ and began to develop his ideas of educating leaders for African Americans, leaders he called the "_____." He wanted them to have a liberal arts education to develop _____ and _____ skills.
58. Dubois graduated from _____ with bachelor's and master's _____, went to the University of _____ for two years, and then returned to Harvard for a _____ degree.
59. In 1897, he was _____ to come to Atlanta University where he not only _____, but also worked hard as a _____ studying conditions for African Americans.
60. His famous work *The _____ of _____* was published in 1903.
61. Two years later, he was among black leaders who met at _____ to discuss ways of _____ racial discrimination.
62. Out of this meeting developed the _____.

63. Events of the next few years, including the Atlanta race _____ and the loss of the right to _____, convinced DuBois that African Americans would have to _____ things up to achieve _____.
64. The Niagara Movement joined with _____ liberals in 1909 to form the National Association for the Advancement of colored People (_____).
65. DuBois believed that African Americans _____ take a gradual approach to civil rights and equality. He wanted to _____ racism.
66. For the rest of the twentieth century, the NAACP took cases of _____ to _____ to try to get the nation to live up to the _____ of the Fourteenth and Fifteenth amendments to the Constitution.

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Section 2 African American Institutions and Life

Directions: Use the information from page 482 - 486 to complete the following.

1. It was easier for African Americans to build a better life for themselves in _____ areas.
2. Cities became home to the _____ and _____ who would become the _____ of an African American middle class.
3. In the cities, _____ and some men could find work as _____ servants.
4. Those that could get an education could _____ or practice other professions.
5. In spite of _____ laws, African Americans built _____, educational, and business institutions that gave them what was _____ them in the white community.
6. African Americans owned _____ shops, restaurants, _____, and _____ stores. In every city, African American families owned _____ homes that prepared their departed for their final resting place.
7. Each city in Georgia developed a _____ downtown of businesses, professional offices, _____ stores, and entertainment facilities that _____ African Americans.
8. In Atlanta, that area was Auburn Avenue, also known as " _____ ."

9. It [Sweet Auburn] was home to Atlanta _____ Company, to Citizens Trust _____, to shops and stores, and to the now-famous _____ Baptist Church.
10. When Atlanta formed a chapter of the _____, its offices were on Auburn Avenue.
11. One of the most successful, African American _____, the *Atlanta Daily World*, was there as well.
12. African Americans had a strong interest in _____ during this period.
13. In addition to attending public schools, African Americans themselves _____ schools for their children.
14. This was especially important at the _____, or high school, level because public high schools were not _____.
15. In Augusta, a former _____ and Atlanta University graduate Lucy Craft _____ founded a school named the _____ Institute. There, young _____ and _____ received a classical education that included _____, mathematics, sciences, and liberal arts courses.
16. Laney became widely recognized as a _____ in the education for African American youth. She [Laney] and Henry McNeal Turner were the _____ African Americans whose _____ hung in the state Capitol building.
17. African American education in the south got a major _____ when a Philadelphia _____ named Anna Jeanes established a _____ to pay well-qualified _____ teachers to help improve schools and communities.

18. _____ organizations, usually _____ ones, were responsible for all of the first _____ for African Americans.
19. The oldest of the Atlanta colleges was Atlanta _____ College, founded by the American _____ Association. The school, later known as _____, was the first major source of African American teachers such as Lucy Laney.
20. The establishment of _____ College, founded by the _____ Aid Society of the Methodist Church, followed in 1869.
21. The only African American college for _____ in the United States began in 1869 as _____ Baptist Institute. Its early support came from the American Baptist Home Mission Society, and the school took the name of the _____ of that organization, Henry L. _____.
22. In 1898, Morehouse hired a new faculty member, John _____. In 1906, Hope became the school's first African American _____.
23. Hope was also active in many causes for African Americans, including the _____ Movement and the NAACP.
24. In 1929, Hope made Atlanta University the first African American _____ school in the country.
25. One of the best-known African American _____ was _____ Burns Hope, wife of John Hope.
26. After marrying John and moving to _____, she became the leader in efforts to provide _____ and _____ for African American children in the neighborhood around Morehouse.

27. In 1908, she founded the Neighborhood Union to provide the African American community with _____, educational, _____, and recreational services.

28. Lugenia was also a _____ of Atlanta's chapter of the NAACP.

29. Like her husband, she was an _____ and strong supporter of _____ rights. She was one of the leading African American women in the _____ movement.

30. The first _____-supported institution for African Americans was founded in 1890 in _____.

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Section 3

Voting Rights

Directions:

Use the information from page 488 - 490 to complete the following.

1. _____ was not the only attempt to force African Americans into a _____ - _____ position in southern society.
2. Georgia's _____ politicians were determined to maintain _____ control.
3. To do that, many began to urge that _____ American men not have a _____ in the political process. That goal led to the successful effort to _____ (take the right to vote away from) African American men.
4. The _____ tax established by the 1877 constitution kept many _____ - blacks and whites - from voting. _____ and violence kept other African Americans away from the polls or " _____ " them to vote for the _____.
5. A new effort at reform in the 1890s _____ many Democrats that they needed to erect new barriers to _____ African Americans from politics altogether.
6. In 1900, another _____ step toward disfranchisement was the Democratic Party's rule that its primaries for statewide offices would be open to whites _____.
7. By giving African Americans no part in _____ the Democratic candidates, they would have very little _____ in state politics.

8. In spite of protests by African American leaders, the _____ remained.
9. However, the white primary did not cover the _____ election. In areas where blacks outnumbered whites, African Americans might be able to _____ officials by voting for candidates from the _____ or another party.
10. In 1899 and again in 1901, state representative Thomas _____ had introduced a bill that would put a stop to _____ African American voting.
11. The bill would have required voters to pass a _____ test.
12. To make sure that illiterate poor _____ were not eliminated, a provision called a _____ clause was added to Hardwick's bill.
13. The grandfather clause tied the _____ to vote to whether one's father or grandfather was able to vote right after the Civil War,
14. The Hardwick bill, however, was _____ approved.
15. Over the next few years, _____ led more whites to call for a disfranchisement _____.
16. The _____ had contributed to an atmosphere of _____ tension by writing sensational stories. Some of those stories were about _____ (supposed) attacks on white women by black men.
17. In 1906, articles about such _____ (none of which were ever proved) led a white _____ to gather in downtown Atlanta.

18. Mayor James _____ came out and _____ with the crowd to go home. But the mob moved through downtown _____, attacking African Americans and _____ African American businesses.
19. While law _____ officials tried to _____ events on Monday and Tuesday, white groups continued to attack black _____.
20. African Americans had gotten _____ to defend themselves and, in some places, were able to ward off attackers.
21. A meeting of African Americans near Clark College south of the downtown resulted in a _____ - _____ with the militia and the _____ of many African Americans.
22. Calm was not restored until Tuesday when a group of _____ leaders met with black _____.
23. Some blacks left Atlanta after the _____, and many began to question whether whites would ever _____ them fairly.
24. In such an atmosphere, many white politicians called for _____.
25. One prominent leader was Tom _____, who had changed his position on voting rights. He now _____ that blacks had to be _____ from voting altogether to ensure they could not _____ the outcome of any elections.
26. In the 1907 governor's election, Watson supported Hoke _____ when Smith agreed to support disfranchisement of _____ Americans through the _____ Hardwick had tried to pass earlier.

27. Smith claimed it would be a way to _____ up political campaigns by eliminating attempts to _____ the votes of African Americans or intimidate them into voting a certain way.
28. It would also eliminate from _____ the growing class of _____ middle-class and _____ African Americans in Georgia's cities.
29. In 1908, _____ Hoke Smith supported a state constitutional _____ that called for a _____ test.
30. Georgia voters _____ this amendment on October 7, 1908, by a margin of two to one.
31. Losing the right to vote, meant that African Americans had almost no way to _____ politics, _____, or government policy.
32. The black community would not be heard when demanding better _____, _____ to their neighborhoods, or fairer _____.
33. The lack of a _____ in politics meant that the _____ of the Jim Crow system became even greater in the decades to follow.

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Section 4 Catholics and Jews

Directions: Use the information from page 491 - 493 to complete the following.

1. Segregation in the _____ was based on _____, and African Americans bore the worst of the discrimination and _____ (an irrational hostility toward another person, group, or race).
2. However, other groups faced attacks from the white _____ majority.
3. In the late 1800s, a wave of anti-_____ and anti-_____ feeling spread throughout the United States as more Catholics and Jews came into the country.
4. In _____, both became targets of threats and even _____.
5. The first major _____ of Catholics had occurred before the Civil War when a _____ began killing Ireland's _____ crop, a major food source.
6. Irish Catholics had helped _____ Georgia's railroads. They had been generally well _____ in the state.
7. By the end of the 1800s, however, alarm at the growing _____ of Catholics and their _____ power, led to growing anti-Catholicism.
8. When the _____ was reestablished in 1915, Catholics became one of its _____. For the KKK, being "_____ American" meant being _____ and _____.

9. The Catholic community tried to fight back against the _____. Among other things, the group [Catholics] printed pamphlets _____ their religion and trying to correct _____ that other Georgians had about them.
10. Another minority that faced prejudice in the early twentieth century was one of Georgia's _____ groups, the _____ community.
11. Jews in Georgia's towns and cities had been _____ figures in business and the professions.
12. As had happened with _____, however, the arrival of Jews into the country in the late 1800s had led to a flare-up of anti-Jewish prejudice called _____.
13. In 1913, Leo _____ was the manager of a _____ factory in Marietta owned by his brother-in-law.
14. On the night of April 26, _____ Jim Conley reported that he found the _____ body of young Mary _____, a worker in the factory. She had come to collect her _____ the previous day.
15. _____ Frank, the last person to _____ seeing her alive, was _____ and tried.
16. Sensationalist _____ stories of the trial suggested that being _____ and _____ were evidence enough _____ Frank.
17. Found _____, Frank received a _____ sentence.

18. Outcries of protest against the _____ and the way the _____ was conducted came from all over the country.
19. One person who was afraid that _____ had not been done was Georgia Governor John Marshall _____. He was troubled by the lack of _____, by _____ in Jim Conley's story, and by his growing conviction that Frank was an _____ man.
20. He [Governor Slaton] carefully _____ the evidence and the trial transcripts, including going to the scene himself. At the end of his _____, the governor used his constitutional power to _____, or change, Frank's sentence from death to _____ in prison. Frank was transferred to the state prison in _____.
21. Many people did _____ agree with Slaton's commutation decision. The Georgia National Guard had to be called out to _____ the governor.
22. Those opposed to Frank were _____.
23. A group of Marietta citizens, many of them _____ known, decided to carry out " _____ " themselves.
24. Organized as the _____ of Mary Phagan, they traveled to Milledgeville in August 1915, _____ Frank from the prison, carried him to Marietta, and _____ him.
25. None of the men was ever _____ with the _____.