

Teachers

*Georgia Journeys:
Online Exhibit Exploration*

Guide



GRADE
8

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MUSEUMS, ARCHIVES AND RARE BOOKS
Museum of History and Holocaust Education

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About this Teacher's Guide

This Teacher's Guide accompanies the Museum of History and Holocaust Education's online exhibit [Georgia Journeys: Legacies of World War II](#), which follows the lives of World War II veterans, home front workers, and Holocaust survivors whose life stories are inextricably linked to Georgia. Many of the individuals highlighted in this online exhibit were participants in the museum's [Legacy Series](#) oral history program. The testimonies of these [Legacy Series](#) participants are invaluable for understanding how individuals have shaped Georgia's history. In addition to these stories, the online exhibit tells the story of several individuals highlighted in the Georgia Standards of Excellence for 8th Grade Social Studies including Franklin D. Roosevelt, Eleanor Roosevelt, Richard Russell, Carl Vinson, Eugene Talmadge, Herman Talmadge, and William B. Hartsfield.

The museum's [Georgia Journeys: Legacies of World War II](#) online exhibit accompanies our permanent, onsite exhibition of the same name, as well as a traveling exhibition. To enquire about availability, please email us at mhheeducation@kennesaw.edu.

This curriculum guide for 8th Grade Social Studies teachers will help educate students about the impact of individuals on the state of Georgia during and after World War II. Well-known national and local figures from Carl Vinson to William B. Hartsfield fundamentally shaped Georgia's contributions to the war effort and helped guide the nation as well as Georgia through the many changes of the postwar era.

This guide is organized by individual lessons that are intended to take between one to two class periods to complete. The first four activities are online tour explorations for four individuals highlighted in the online exhibit and the Georgia Standards of Excellence. After students complete these tour explorations, teachers can guide students through one or all of the extension activities designed to give students a deeper understanding of these individuals' role in Georgia history as well as several topics highlighted in the state standards including the county unit system and the white primary. A feature of the online exhibit teachers might find useful is the ability to search the exhibit using tags. All tours and tour locations relevant to the Georgia Standards of Excellence can be found by searching for 'Georgia Standards of Excellence.'

All activities included in this guide are based on primary source material. Each of the tours on the [Georgia Journeys: Legacies of World War II](#) online exhibit are based on primary sources ranging from oral history testimony to speeches. Several of the extension activities invite students to analyze additional primary source including newspaper articles and speeches. All primary sources and handouts that are needed for each activity are included in this guide. In addition, a collection of relevant primary sources is attached for teachers to use in their classroom however they wish.

Teachers should review all resources provided in this guide and adapt for the individual needs of their students.

Credits: The descriptions, activities and graphics in this teacher's guide were developed and written by Isabel Mann, Tyler Crafton-Karnes, and Zoila Torres of Kennesaw State University's Museum of History and Holocaust Education.

<p>These lessons meet the criteria for the following 8th grade Georgia Standards of Excellence:</p>
<p>SOCIAL STUDIES</p>
<p>SS8H8: Analyze Georgia’s participation in important events that occurred from World War I through the Great Depression.</p>
<ul style="list-style-type: none"> c. Describe Eugene Talmadge’s opposition to the New Deal Programs. d. Discuss President Roosevelt’s ties to Georgia, including his visits to Warm Springs and his impact on the state. e. Examine the effects of the New Deal in terms of the impact of the Civilian Conservation Corps, Agricultural Adjustment Act, Rural Electrification Administration, and Social Security Administration.
<p>SS8H9: Describe the role of Georgia in WWII.</p>
<ul style="list-style-type: none"> a. Describe the key events leading up to American involvement in World War II; include the Lend-Lease Act and the bombing of Pearl Harbor. b. Evaluate the purpose and economic impact of the Bell Bomber Plant, military bases, and the Savannah and Brunswick shipyards. c. Explain the economic and military contributions of Richard Russell and Carl Vinson.
<p>SS8H10: Evaluate key post-World War II developments in Georgia</p>
<ul style="list-style-type: none"> b. Explain how the development of Atlanta under mayors William B. Hartsfield and Ivan Allen, Jr. impacted the state. c. Describe the relationship between the end of the white primary and the 1946 governor’s race.
<p>SS8H11: Evaluate the role of Georgia in the modern civil rights movement.</p>
<ul style="list-style-type: none"> a Explain Georgia’s response to Brown v. Board of Education including the 1956 flag and the Sibley Commission. c. Explain the resistance to the 1964 Civil Rights Act, emphasizing the role of Lester Maddox.

One

Tour Explorations

Goals:

Carl Vinson, Eugene Talmadge, Herman Talmadge, and William B. Hartsfield guided the state of Georgia through the Great Depression, World War II, and the years following the end of the war. Each of these individuals played a unique role in shaping a modern and postwar Georgia. Whether opposing the New Deal or guiding the city of Atlanta through school desegregation, these individuals left behind important legacies and give students the opportunity to critically analyze how individuals can either promote or prevent progress.

In this lesson, students will explore the online tours for Carl Vinson, Eugene Talmadge, Herman Talmadge, and William B. Hartfield and determine the impact each of these men had on Georgia.

Materials Needed:

Multiple computers and/ or tablets with Internet access, Tour explorations for Carl Vinson, Eugene Talmadge, Herman Talmadge, and William B. Hartsfield, Glossary for each tour exploration

Activity:

Hook: Instruct students to complete a concept map for the word ‘progress.’ After students have completed their concept maps, discuss with them the questions below:

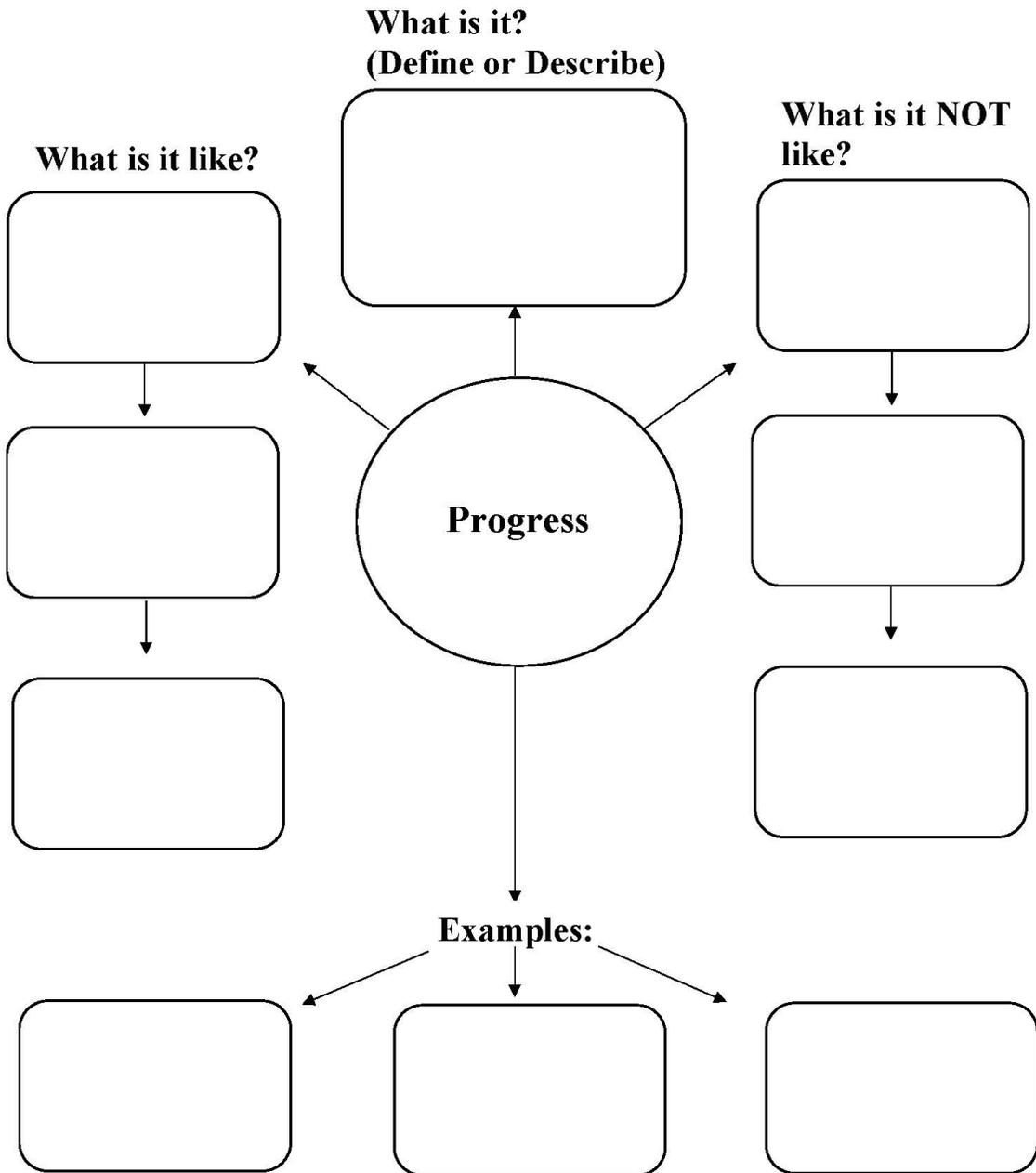
- What might progress look like for your school, your community, our nation?
 - Does progress look different for different people and groups? Why or why not?
 - How does an individual, community, or a country achieve progress?
1. Divide students into even groups and assign each group one individual to research and to complete a tour exploration. If there are time limitations, consider completing this activity as a ‘jigsaw’ activity. Within each group, assign each student only 2-3 of the tour locations for the individual their group was assigned and instruct the students to share what they learned at each tour location with their group members.
 2. Hand out the tour exploration sheets and accompanying glossaries. The terms in the glossaries are bolded in the online exhibit pages for each tour exploration.

3. Give students adequate time to complete their tour exploration. When each group is finished, ask students to share what they learned about their individual. In discussion, highlight the last three questions about progress for each tour exploration.
4. Concluding Question: If time permits, ask students if researching their individual changed their own definition of progress? Would they change their concept map after completing their group's tour exploration? Then, have each group briefly present what they learned to the class.

WORKSHEET 1

Name: _____

Directions: Fill in the concept map below for the word 'progress.' As you fill in the map, think about the following questions: What might progress look like for your school, your community, our nation? Does progress look different for different people and groups? How does an individual, community or a country achieve progress?



WORKSHEET 2

Name: _____

Carl Vinson Tour Exploration

Directions: Navigate to georgiajourneys.kennesaw.edu and click on the top right green box that says 'Journeys.' Scroll down and find the Carl Vinson Journey. After reading Vinson's biography, explore each of the locations of his tour, answering the questions below. As you explore Vinson's tour and answer the questions below, you may come across words and terms you do not know. Use the attached glossary to find the definitions of the bolded words.

A Mission for Military Preparedness:

1. What did Vinson mean when he said, "peace to be had must sometimes be battled for"?

2. Why did Vinson argue the United States needed to maintain a strong navy and military?

Early Days in Congress:

3. Why did Vinson choose to join the Naval Affairs Committee during his second term in Congress?

Overcoming Opposition:

4. Who was Vinson referring to when he stated, "you cannot afford to send a man to Congress who will repudiate his government?"

5. What do you think Vinson meant when he made this statement?

WORKSHEET 2, CONTINUED

6. What was Vinson's strategy to win the 1918 election against Tom Watson? Why do you think this strategy was successful?

Mr. Chairman:

7. Why did Vinson argue the United States had a responsibility to invest in a strong navy?

Pearl Harbor:

8. How did Vinson's bills and policies help the United States recover from Pearl Harbor?

9. What was the economic impact on Georgia of Vinson's military policies?

Looking Forward:

10. As World War II neared an end, what postwar policy did Vinson argue Congress should follow?

In the Air:

11. What two reasons did Vinson give for only flying on an airplane if top Air Force officials flew with him?

Cold War Conflicts:

12. How did Vinson propose the United States combat communism during the Cold War?

WORKSHEET 2, CONTINUED

Cuban Missile Crisis:

13. What was President Kennedy's response to the Cuban Missile Crisis?

14. Why did Vinson praise Kennedy's response?

Moving Past Tragedy:

15. What did Vinson mean when he stated, "but the good he has accomplished will live on"?

The Closing of a Chapter:

16. How would you describe Carl Vinson's legacy? What do you think he should be remembered for?

17. How do you think Vinson defined progress?

18. In what ways, if any, did Vinson help the state of Georgia progress? In what ways, if any, did he prevent progress? Explain your reasoning.

SOURCE SHEET 1

Carl Vinson: Tour Glossary

Advocate:	(n.) a person who publicly supports a policy, cause, or movement (v.) to publicly support a policy, cause, or movement
Articulate:	(v.) to clearly communicate an idea or argument
Bastion:	(n.) an institution, place, or person defending a set of principles, attitudes, or activities
Bated breath:	(n.) a phrase that means to hold one's breath due to suspense or fear
Burgeoning:	(v.) to grow or develop quickly; to flourish
Cold War:	(n.) the intense rivalry between the United States and the Soviet Union that lasted from 1947 to 1991 resulting in anti-communist suspicions and threats of nuclear warfare
Communism:	(n.) a type of government and economic system where the government and not individual people own land, factories, machinery, and other property
Dormant:	(adj.) temporarily inactive
Expenditure:	(n.) an amount of money spent; an expense
Garner:	(v.) to gather or to earn
Heed:	(v.) to follow; to give careful attention to
Homage:	(n.) respect and praise given to a person
Impregnable:	(adj.) unable to be defeated or destroyed
Infrastructure:	(n.) the basic facilities that help a government or community run including roads, schools, phone lines, water plants, and electricity
Isolationism:	(n.) a national policy of avoiding war, conflict, and political and economic relations with other countries
Khrushchev, Nikita:	(n.) the leader of the Soviet Union from 1958 to 1964

SOURCE SHEET 1, CONTINUED

Legacy:	(n.) what someone is remembered or known for; the impact of someone's life on their community and the world
Military Preparedness:	(n.) a country's readiness to fight a war or defend itself
Mobilize:	(v.) to assemble and make ready the supplies and troops needed to fight in a war
Populist:	(n.) a politician who claims to represent the common people and to protect their interests against perceived threats
Recreant:	(n.) a coward; a person who is unfaithful to a belief
Repudiate:	(v.) to reject
Shrewd:	(adj.) having a clear understanding and good judgment of a situation
Suffrage:	(n.) the right to vote
Tangible:	(adj.) something that can be accurately measured and evaluated; real and able to be shown and touched
Vigilance:	(n.) watchfulness; the state of staying alert to avoid danger
Vitality:	(n.) the power or ability of something or someone to continue to live and to be successful

WORKSHEET 3

Name: _____

Eugene Talmadge Tour Exploration

Directions: Navigate to georgiajourneys.kennesaw.edu and click on the top right green box that says 'Journeys.' Scroll down and find the Eugene Talmadge Journey. After reading Talmadge's biography, explore each of the locations of his tour and answer the questions below. As you explore Talmadge's tour and answer the questions below, you may come across words and terms you do not know. Use the attached glossary to find the definitions of the bolded words.

A Dirt Farmer:

1. What did Eugene Talmadge promise to accomplish as commissioner of agriculture?
2. How did Talmadge win the support of so many Georgia farmers?

Scandal, Hogs, and Impeachment:

3. What did the Georgia Senate discover when they investigated Talmadge's finances?
4. How did Talmadge explain these accusations and his actions?

Campaign Promises:

5. What did Talmadge promise farmers and voters during his campaigns for governor?

Promises Fulfilled and Left Empty:

6. Why did some of Talmadge's critics accuse him of being a dictator?

WORKSHEET 3, CONTINUED

7. How did Talmadge fulfill many of his campaign promises during his time as governor?

Martial Law in Georgia:

8. Why did textile workers across the south go on strike in 1934? What was Talmadge's response to the General Textile Strike of 1934?

Opposing the New Deal:

9. Why did Talmadge oppose the New Deal?

10. Do you think Georgia voters agreed with Talmadge on the New Deal? How do you know?

Campaigning for the Senate:

11. Why did Talmadge strongly oppose the Social Security Act?

WORKSHEET 3, CONTINUED

The Cocking Affair:

12. In 2-3 sentences, describe the Cocking Affair below.

13. What were the consequences of the Cocking Affair on Georgia schools? What were the consequences for Talmadge's popularity with voters?

Returning to the Governor's Mansion:

14. What did Eugene Talmadge promise in his 1946 campaign for governor?

15. How did the county unit system help Eugene Talmadge win elections?

Who Will Be Governor:

16. How would you describe Talmadge's legacy? What do you think he should be remembered for?

17. How do you think Talmadge defined progress?

18. In what ways, if any, did Talmadge help the state of Georgia progress? In what ways, if any, did he prevent progress? Explain your reasoning.

SOURCE SHEET 2

Eugene Talmadge: Tour Glossary

Accreditation:	(n.) the recognition that a school has met and is maintaining a high level of academic standards
Advocate:	(n.) a person who publicly supports a policy, cause, or movement
Autocrat:	(n.) a ruler with unlimited power, or someone who demands that people completely obey them
Avid:	(adj.) extremely enthusiastic
Board of Regents:	(n.) a governor-appointed board that oversees the public colleges and universities in Georgia
Circumvent:	(v.) to find a way around; to avoid by outwitting or deception
Commissioner of Agriculture:	(n.) an elected official who is responsible for regulating and promoting Georgia's agricultural industry
Commodity:	(n.) a substance or product that can be traded, bought, or sold
County Unit System:	(n.) an electoral system in Georgia that gave each county a certain number of votes based on three categories (rural, town, urban) and that favored rural counties
Dictator:	(n.) a ruler with total power, typically one who has obtained control by force
Disproportionate:	(adj.) too large or too small in comparison with something else
Flint:	(n.) a hard gray rock that produces a spark when struck by steel
Galvanize:	(v.) to convince a person or group to suddenly take action, especially by shocking or exciting them
Graft:	(n.) the act of getting money or advantage through the dishonest use of political power and influence
Gubernatorial:	(adj.) relating to a state governor or the office of state governor
Incumbent:	(n.) the current holder of a position during an election to fill that position
Infringe:	(v.) to act in a way that is against a law or that limits someone's rights or freedoms

SOURCE SHEET 2, CONTINUED

Legacy:	(n.) what someone is remembered or known for; the impact of someone's life on their community and the world
Lieutenant-Governor:	(n.) the second highest office of the executive branch in the state of Georgia; the office was created in 1945; presides over the Georgia senate and takes on the role of the governor if the governor leaves the state, dies in office, or is impeached
Martial Law:	(n.) temporary rule by military authorities in a time of emergency
Misappropriate:	(v.) to steal something that you have been trusted to manage
National Guard:	(n.) the reserve forces of the U.S. military deployed during times of domestic emergency
Nefarious:	(adj.) wicked or criminal
Pension:	(n.) a fixed amount of money paid to a person usually during retirement
Popular Vote:	(n.) the number of individual votes cast for a candidate or issue in contrast to the number of county unit votes
Public Service Commission:	(n.) elected board that monitors the safe, dependable, and reasonable priced telecommunications, electric, and natural gas services in the state of Georgia
Render:	(v.) to provide or give
Repute:	(n.) the opinion generally held of someone or something; reputation
Smite:	(v.) to hit someone forcefully
Social Security Act:	(n.) a New Deal program that provided retirement and unemployment insurance for American taxpayers
Utility Rates:	(n.) the cost of using utilities such as electricity, water, heating, and sewage
White Primary:	(n.) the exclusion of African-Americans from voting in primary elections in the state of Georgia; Georgia voters were almost entirely members of the Democratic Party during the 20th century and therefore, elections were most often decided in the primary election rather than the general election
White Supremacy:	(n.) a system that maintains legal, political, and economic privilege for whites including discriminatory laws against African Americans and other people of color and a lack of protection for such groups

WORKSHEET 4, CONTINUED

Time to Grieve:

5. What conflict arose following Eugene Talmadge's death? Which three men all claimed the governor's seat?

Who Will Be Governor?:

6. Why did Talmadge vacate the governor's office only 67 days after being sworn-in?

7. In what ways was Georgia in a state of chaos and confusion even after Ellis Arnall gave up his claim for the governor's office?

Back to the Ballot?:

8. In your own words, write 2-3 sentences describing the kind of governor Talmadge hoped he would be for Georgia.

9. What did Talmadge accomplish during his time as governor? Do you think he was the kind of governor he hoped to be? Why or why not?

You and Segregation:

10. How did Talmadge respond to the Supreme Court ruling in *Brown v. Board of Education*?

WORKSHEET 4, CONTINUED

11. What did Talmadge argue in his book, *You and Segregation*?

A Burglary and A Cover-Up:

12. What role did Talmadge play in the Watergate investigation?

Denounced:

13. What was the result of the Senate's investigation into Talmadge's finances?

Defeated:

14. What did Talmadge mean when he referred to the "court of last resort"?

15. What factors contributed to Talmadge's defeat in the 1980 Senate election?

WORKSHEET 4, CONTINUED

Gone Fishing:

16. How would you describe Herman Talmadge's legacy? What do you think he should be remembered for?

17. How do you think Talmadge defined progress?

18. In what ways, if any, did Talmadge help the state of Georgia progress? In what ways, if any, did he prevent progress? Explain your reasoning.

SOURCE SHEET 3

Herman Talmadge: Tour Glossary

1964 Civil Rights Act:	(n.) an act signed into law by President Lyndon B. Johnson that prohibited discrimination in public spaces, provided for the integration of schools and other public facilities, and made employment discrimination illegal.
Bald:	(adj.) not having any extra detail; plain or blunt; said with no unnecessary words
Bipartisan:	(adj.) supported by or consisting of two political parties
Constituents:	(n.) part of the whole; the people politicians are elected to represent
County Unit System:	(n.) an electoral system in Georgia that gave each county a certain number of votes based on three categories (rural, town, urban) and that favored rural counties
Denounce:	(v.) to condemn or criticize someone strongly and publicly
Dying in Vain:	(v.) to die in a way that has no purpose or meaning
Effectuate:	(v.) to do something or make something happen
Embezzler:	(n.) someone who secretly steals money that is in their care or that belongs to an organization or business they work for
Expenditure:	(n.) an amount of money spent; an expense
Gubernatorial:	(adj.) relating to a state governor or the office of state governor
High Tribunal:	(n.) the Supreme Court; a special court of people who are officially chosen to examine legal problems of a particular type
Impartial:	(adj.) able to judge or consider something fairly without allowing your own interest to influence you
Impromptu:	(adj.) improvised; done without being planned or organized
Infrastructure:	(n.) the basic facilities that help a government or community run including roads, schools, phone lines, water plants, and electricity

SOURCE SHEET 3, CONTINUED

Invariably:	(adv.) always
Irrevocably:	(adv.) impossible to change
Legacy:	(n.) what someone is remembered or known for; the impact of someone's life on their community and the world
Lieutenant-Governor:	(n.) the second highest office of the executive branch in the state of Georgia; the office was created in 1945; presides over the Georgia senate and takes on the role of the governor if the governor leaves the state, dies in office, or is impeached
Misappropriate:	(v.) to steal something that you have been trusted to manage
Nuclear Age:	(n.) the period in history beginning with the dropping of the first atomic bomb when nuclear energy and nuclear weapons were developed
Prolific:	(adj.) producing a great number or amount of something
Refute:	(v.) to prove a statement, opinion, or belief to be wrong or false
Reimbursement:	(n.) the repayment of money that someone has already spent
Relinquish:	(v.) to give up something
Riggs Account:	(n.) a secret bank account Herman Talmadge used to deposit reimbursement checks and campaign contributions
White Primary:	(n.) the exclusion of African-Americans from voting in primary elections in the state of Georgia; Georgia voters were almost entirely members of the Democratic Party during the 20th century and therefore, elections were most often decided in the primary election rather than the general election
Wool Hat Boys:	(n.) a term used to describe the supporters of populist politicians such as Eugene Talmadge; this group of supporters were mainly farmers or members of the white lower and middle classes

WORKSHEET 5

Name: _____

William B. Hartsfield Tour Exploration

Directions: Navigate to georgiajourneys.kennesaw.edu and click on the top right green box that says 'Journeys.' Scroll down and find the William B. Hartsfield Journey. After reading Hartsfield's biography, explore each of the locations of his tour and answer the questions below. As you explore Hartsfield's tour and answer the questions below, you may come across words and terms you do not know. Use the attached glossary to find the definitions of the bolded words.

Taking Flight:

1. How did William Hartsfield earn the title "father of aviation"?

Elected Mayor:

2. In what two ways did Hartsfield respond to the city of Atlanta's financial crisis during his first term as mayor?

His One and Only Defeat:

3. Why did Hartsfield lose his second campaign for mayor in 1940? What lessons did he learn about campaigning?

Stormy Waters:

4. How did Hartsfield prove himself to be a strong leader during World War II? What did he accomplish for Atlanta as mayor during wartime?

WORKSHEET 5, CONTINUED

The Great and Friendly City of Atlanta:

5. What 1946 event changed Hartsfield's racial attitudes? How did Hartsfield respond to this 1946 event?

6. What was Hartsfield's approach to integration?

A Plan of Improvement:

7. What was Hartsfield's Plan of Improvement?

8. As mayor, how did Hartsfield improve the city of Atlanta?

The Corrupt County Unit System:

9. Why did Hartsfield oppose the county unit system?

The Temple Bombing:

10. What do you think Hartsfield meant when he said the Temple Bombing was “the end result of a lot of rabble-rousing in the South”?

WORKSHEET 5, CONTINUED

11. How did Hartsfield respond to the Temple Bombing? How did the city of Atlanta respond?

The School Fight:

12. Why did Hartsfield fight to keep Atlanta schools open in opposition to Governor Griffin's order?

13. How did the peaceful integration of Atlanta public schools support Hartsfield's claim that Atlanta was a "city too busy to hate"?

14. Do you agree with Hartsfield's claim that Atlanta was a "city too busy to hate"? Why or why not? Provide at least one piece of evidence.

Before the Balance of the Nation:

15. According to Hartsfield in his last address as mayor, in what ways had Atlanta progressed as a city?

WORKSHEET 5, CONTINUED

We Will Miss Him:

16. How would you describe William Hartsfield's legacy? What do you think he should be remembered for?

17. How do you think Hartsfield defined progress?

18. In what ways, if any, did Hartsfield help the state of Georgia progress? In what ways, if any, did he prevent progress? Explain your reasoning.

SOURCE SHEET 4

William B. Hartsfield: Tour

Accommodate:	(v.) to provide something desired or needed; to provide enough space
Advocate:	(n.) a person who publicly supports a policy, cause, or movement
Alderman:	(n.) an elected member of a municipal or city council
Allot:	(v.) to give a share of something to someone or something to use for a particular purpose
Amicable:	(adj.) friendly; peaceable
Arduous:	(adj.) hard to accomplish or achieve; difficult
Aviation:	(n.) the activity of transporting people and goods by aircraft; air transportation
Bigotry:	(n.) prejudice against those who hold different opinions and beliefs from oneself
Burgeoning:	(v.) to grow or develop quickly; to flourish
Communism:	(n.) a type of government and economic system where the government and not individual people own land, factories, machinery, and other property
Convictions:	(n.) strongly held beliefs
County Unit System:	(n.) an electoral system in Georgia that gave each county a certain number of votes based on three categories (rural, town, urban) and that favored rural counties
Demagogue:	(n.) a political leader who wins support by appealing to the emotions and prejudices of ordinary people rather than reason
Denounce:	(v.) to condemn or criticize someone strongly and publicly
Disenfranchisement:	(n.) the act of taking away the right to vote from a person or group of people
Ignorance:	(n.) the lack of knowledge, education, or awareness
Impede:	(v.) to make it more difficult for something to happen or for someone to do something

SOURCE SHEET 4, CONTINUED

Infrastructure:	(n.) the basic facilities that help a government or community run including roads, schools, phone lines, water plants, and electricity
Insurmountable:	(adj.) something that is too difficult or too great to overcome
Legacy:	(n.) what someone is remembered or known for; the impact of someone's life on their community and the world
NAACP:	(n.) the National Association for the Advancement of Colored People; a civil rights organization formed in 1909 to secure equality of rights for people of color and to eliminate race-based discrimination
National Guard:	(n.) the reserve forces of the U.S. military deployed during times of domestic emergency
Popular Vote:	(n.) the number of individual votes cast for a candidate or issue in contrast to the number of county unit votes
Reconstruction:	(n.) in U.S. history, the period following the Civil War (1865-1877) when the U.S. struggled to reintegrate Southern states from the Confederacy and to determine equal legal status for African Americans
Staunch:	(adj.) loyal in supporting a person, organization, or set of beliefs
Tentative:	(adj.) said or done in a careful but uncertain way; hesitant
Tenure:	(n.) the length of time someone is in office or in a certain position
Vitality:	(n.) the power or ability of something or someone to continue to live and to be successful
White Primary:	(n.) the exclusion of African-Americans from voting in primary elections in the state of Georgia; Georgia voters were almost entirely members of the Democratic Party during the 20th century and therefore, elections were most often decided in the primary election rather than the general election
White Supremacy:	(n.) a system that maintains legal, political, and economic privilege for whites including discriminatory laws against African Americans and other people of color and a lack of protection for such groups

Two

Extension Activities

Carl Vinson and Crawford Hicks: A Comparative Analysis**Goals:**

In the years during and after World War II, individual Georgians played an important role in helping Georgia adapt to a world changed by war. Both Carl Vinson and Crawford Hicks made important but different contributions to the American war effort, the growth of the U.S. military, and the expansion of Georgia's economy both during and after the war. **In this lesson, students will compare the online Georgia Journeys tours for Carl Vinson and Crawford Hicks and gain a deeper understanding of how individuals shaped Georgia during and after World War II.**

Essential Questions:

- In what ways did individuals change and shape Georgia during and after World War II?
- How did individuals' wartime experiences impact their lives in the years following the end of World War II?
- What legacies did Carl Vinson and Crawford Hicks leave behind? In what ways were these legacies similar? Different?

Standards:**SS8H9: Describe the role of Georgia in WWII.**

- a. Describe the key events leading up to American involvement in World War II; include the Lend-Lease Act and the bombing of Pearl Harbor
- b. Evaluate the purpose and economic impact of the Bell Bomber Plant, military bases, and the Savannah and Brunswick shipyards
- c. Explain the economic and military contributions of Richard Russell and Carl Vinson

Materials Needed:

- Computers and/or tablets
- Guided Notes Chart

Plan of Instruction:

1. Introduction: Review with students who Carl Vinson was and his impact on the growth of the U.S. military before, during, and after World War II. This activity should be assigned after students have completed the Carl Vinson tour exploration.

2. Hand out the Guided Notes Chart. This note sheet is divided into pre-war, wartime, and post-war categories. At the very bottom of each tour location, there is a section entitled 'tags.' This tag section will help students identify whether a tour location is pre-war, wartime, or post-war.
3. Instruct students to navigate to georgiajourneys.kennesaw.edu/tours/browse and open the tour pages for Carl Vinson and Crawford Hicks.
4. Give students adequate time to explore and examine the tour for Crawford Hicks and review the tour for Carl Vinson including reading over each individual's biography.
5. After students have read over each tour, instruct them to fill out the Guided Notes Chart comparing the wartime experiences and postwar impact of Carl Vinson and Crawford Hicks.
6. Whole class discussion:
 - a. How did the different backgrounds and life experiences of Carl Vinson and Crawford Hicks shape their worldviews and their postwar careers?
 - b. What legacies did Carl Vinson and Crawford Hicks leave behind? In what ways were these legacies similar? Different?
 - c. How do you think Carl Vinson defined progress? Do you think Crawford Hicks defined progress in the same way? If not, how do you think Hicks defined progress?

WORKSHEET 6

Name: _____

Directions: Navigate to georgiajourneys.kennesaw.edu and click on the top right green box that says 'Journeys.' Scroll down and find the tours for Carl Vinson and Crawford Hicks. After reading the biographies and exploring the tours for Carl Vinson and Crawford Hicks, complete the Guided Notes Chart below to compare each individual's journeys.

Pre-War: Describe each individual's early lives, backgrounds and families. How did each individual's background shape the way he saw the world?

Crawford Hicks

Carl Vinson

Wartime: Describe each individual's wartime experiences. In what ways did each individual contribute to the war effort? How did their wartime experiences shape their lives?

Crawford Hicks

Carl Vinson

Empty rounded rectangular box for notes.

WORKSHEET 6, CONTINUED

<p>Crawford Hicks</p>	<p>Carl Vinson</p>
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Eugene Talmadge and the 1946 Governor's Race: A Primary Source Analysis

Goals:

In 1946, Eugene Talmadge campaigned for governor of Georgia in the Democratic primary election. Talmadge ran on a platform to reinstate the white primary in Georgia and he successfully won a fourth term in office. The white primary was used by white Georgians to prevent African Americans from voting in the Democratic primary election. Because Georgia was a one-party state at the time, the Democratic primary decided which candidate would be elected to office. In 1945, several African Americans including Primus E. King, a barber and minister, sued the state over the issue of the white primary. In the court case, *King v. Chapman*, the federal district court ruled in favor of King and the white primary in Georgia was outlawed. Even though Talmadge lost the popular vote, he still won the 1946 governor's race on the promise to overturn this court ruling and prevent African Americans from voting in Georgia. **In this lesson, students will examine a series of primary sources about the 1946 governor's race and determine how Eugene Talmadge won the 1946 gubernatorial election. At the end of this document-based lesson, students will gain a better understanding of the role of that the end of the white primary played in the 1946 governor's race.**

Essential Questions:

- How did Eugene Talmadge win a fourth term as governor in the 1946 election?

Standards:

SS8H7: Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era.

- b. Analyze how rights were denied African Americans or Blacks through Jim Crow laws, *Plessy v. Ferguson*, disenfranchisement, and racial violence, including the 1906 Atlanta Riot.

SS8H10: Evaluate key post-World War II developments in Georgia.

- c. Describe the relationship between the end of the white primary and the 1946 governor's race.

Materials Needed:

- Copies of Documents A-D (Sources Sheets 4-7, pages 36-41)
- Copies of Document Guiding Questions
- Projector

Plan of Instruction:

1. Introduction: Review the definition of the white primary and explain the court case, *King v. Chapman*, that outlawed the white primary in Georgia.
2. Hand out copies of Documents A-D (Source Sheets 4-7, pages 36-41) and the Document Guiding Questions.
3. Model: As a whole class, read aloud Document A. After discussing the document and the guiding questions together, have students fill out the guiding questions for Document A.
4. Have students work on Documents B through D in small groups and complete the accompanying guiding questions.
5. Whole class discussion: How did Eugene Talmadge win a fourth term as governor in the 1946 election?
 - a. What promises did Talmadge make during his 1946 campaign for governor?
 - b. According to Documents B-C, why did Georgians either support or oppose Talmadge?
 - c. What campaign issue do you think was most important to voters?
 - d. How did Eugene Talmadge win the election when he lost the popular vote?
 - e. What factors do you think contributed to Talmadge winning the 1946 governor's race?

SOURCE SHEET 4

Document A: "Talmadge Again Cries Peril to White Supremacy in Vote"

Talmadge Again Cries Peril To White Supremacy in Vote

Constitution State News Service.

SUMMERVILLE, June 15—Speaking just a few mountain ridges away from his opponent, James V. Carmichael, who had a rally scheduled at Rome in adjoining Floyd County, former Gov. Eugene Talmadge brought his gubernatorial campaign Saturday to this Northwest Georgia county of Chattooga to wind up a strenuous week of stump-speaking.

In an address prepared for delivery here, Talmadge promised that if he is returned to the Governor's chair he will inaugurate a program to benefit all citizens of the State and especially farmers, veterans and school teachers.

The red-gallused campaigner harped again on the racial issue, his favorite theme, and warned of "the threat to white supremacy if Georgia elects a candidate selected by Ellis Arnall," as he branded the present Governor as "an agent in the South for Henry Wallace."

"The choice of such a man," Talmadge said, "would give impetus to the nationwide radical movement for wilder and wilder experiments with the American organization of society.

ON RACE QUESTION

"Why should Negroes," he continued, "inspired by white carpetbaggers and renegades, participate in a white primary and vote as a bloc according to the dictates of an agitator? We have colored Baptists and colored Methodists and colored lodges, but they have their own churches and lodge halls and are happy and contented.

"We cannot cast away Georgia's time-honored traditions for the benefit of politicians grasping at straws to keep from sinking into obscurity because they couldn't perpetuate themselves in office."

Talmadge promised a great ru-

ral postroad system so farmers could get their products to market on all-weather roads. He pledged to expand farmers' markets and to seek extension of REA lines; to help rural communities finance their own hospitals; to build better schools in country areas. He also promised to establish a state veterinary school, to put more old folks on the pension rolls and to increase pension amounts.

Digging the veterans out of a morass of red tape was also pledged by the ex-Governor who said he would establish a strong veterans' department to assist the veteran to own his own home and obtain free business licenses and honorary life driver's licenses.

"But the great issue," he concluded, "the issue that affects the future of the whole white race, is the restoration of the white primary. Let that go, and you will find in a few short years that corrupt black proletariat wielding tremendous influence in every Southern capital and that its present power in Washington will grow a thousand fold."

In Atlanta, Talmadge's headquarters announced another strenuous week's schedule of campaigning ahead of him in a tour that will take him to Douglasville, Cleveland, Franklin, Manchester, Savannah, Royston, Thomson and Lawrenceville.

SOURCE SHEET 4

Document A: “Talmadge Again Cries Peril to White Supremacy in Vote”, Continued

Vocabulary:

- White Supremacy: a system that maintains legal, political, and economic privilege for whites including discriminatory laws against African Americans and other people of color and a lack of protection for such groups
- Gubernatorial: relating to a state governor or the office of state governor
- Strenuous: needing or using a lot of effort or energy
- Red-Gallused Campaigner: this term was often used to refer to Eugene Talmadge because he wore red galluses or suspenders when giving campaign speeches
- Henry Wallace: an American politician who served as the U.S. Vice President under Franklin Roosevelt and later the U.S. Secretary of Commerce; Talmadge claimed Wallace’s policies especially under the New Deal hurt farmers
- Carpetbaggers: term that refers to Northerners who moved South to get rich or gain political power; term originates in the period following the Civil War
- Dictates: an order or command
- REA Lines: referring to power lines under the Rural Electrification Administration
- Morass: a situation that is extremely complicated and difficult to deal with making any progress almost impossible
- Proletariat: the working-class

Source: An article in The Atlanta Constitution published on June 16, 1946. The article describes a speech by Eugene Talmadge who was convincing a large crowd to vote for him in the 1946 election. In this speech, Talmadge summarized his many campaign promises including a return to the white primary.

SOURCE SHEET 5

Document B: "For Talmadge"

For Talmadge

Editor Constitution: The coming Governor's election is going to be a hot one, indeed!

I have been watching the newspapers for editorials on candidates, and just as I figured, all editorials were against Eugene Talmadge. That seems to be a little one-sided, don't you think? It is obvious each knock for Talmadge is a boost. I've heard friends say: "It's funny how the newspapers never say anything good about Talmadge!" That doesn't seem fair. I like that saying, "If you can't say anything nice, don't say anything at all."

There is nothing Gene Talmadge has done that is a disgrace to the South. I think he is a great man and I'm not by myself in thinking this. Talmadge has a great many friends, regardless of what the newspapers say.

Newspapers help form people's opinions and why should the Atlanta papers want to turn everyone against Talmadge? Is it for personal reasons of the editors?

I'd like to see Talmadge get elected again for he has the interest of the people of Georgia at heart.

I hope I never see another editorial in your paper or any other Atlanta paper such as "Talmadgism," or "Ole Gene." I don't think that looks nice.

I do not think Negroes should vote because it will start a riot sooner or later because there are too many Georgians who are against it. Why is it something has to be started up again when we are trying to have peace. What's wrong with Georgia like it is? Does it have to be changed to be like the North?

More Power to Eugene Talmadge!
MRS. J. MOORE,
Atlanta.

Source: This letter to the editor appeared in The Atlanta Constitution on April 15, 1946. In the months leading up to the 1946 governor's race, voters throughout Georgia wrote letters to the editor responding to articles in The Atlanta Constitution and explaining why they supported or opposed Eugene Talmadge. This letter was written by a Mrs. J. Moore, a resident of Atlanta.

SOURCE SHEET 6

Document C: “Against Talmadge”

<p>Would Leave State</p> <p>Editor Constitution: I read the statement made by Ole Red Gallus at Athens to the effect that he would not allow the Negro veterans of World War II to vote if he was elected Governor of Georgia. By uttering these words, Talmadge removed all doubt as to how small and narrow-minded he actually is!</p> <p>I have been in 27 States. Of these I dislike Illinois the most. However, I promise you one thing—if Ole Red Gallus is elected Governor of Georgia, I will move to Illinois—live there the rest of my life, and, furthermore, I will consider the State a paradise! JAMES I. LUNSFORD.</p>	<p>10,800-Mile Stench</p> <p>Editor Constitution: I was in Manila when Talmadge caused the University of Georgia System to be dropped from the accredited list. Racial intolerance was one reason that motivated his action. Many Filipinos questioned me when they learned I was from Georgia and I was ashamed and could give no adequate explanation. His actions stank 10,800 miles from Georgia. Closer by, I should think the odor would have been unbearable.</p> <p>We have liberated the people of the world from arrogant, intolerant leaders. Shall we condone and vote for a petty imitation for Governor?</p> <p>SGT. NORMAN TANT. Veteran, overseas 52 months. Carrollton.</p>
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Vocabulary:

- Ole Red Gallus: a term often used to refer to Eugene Talmadge because he often wore red galluses or red suspenders
- Manila: capital of the Philippines where many U.S. soldiers were stationed during World War II
- Condone: to accept or to allow
- Petty: small and of no importance
- Imitation: something that is made to look like something else

Source: The above letters to the editors appeared in The Atlanta Constitution in the months leading up to the 1946 gubernatorial election. The letter entitled “Would Leave State” appeared in the June 9, 1946 edition. The letter entitled “10,800-Mile Stench” appeared in the May 15, 1946 edition. In both of these letters, Georgia voters explain why they opposed the candidacy of Eugene Talmadge.

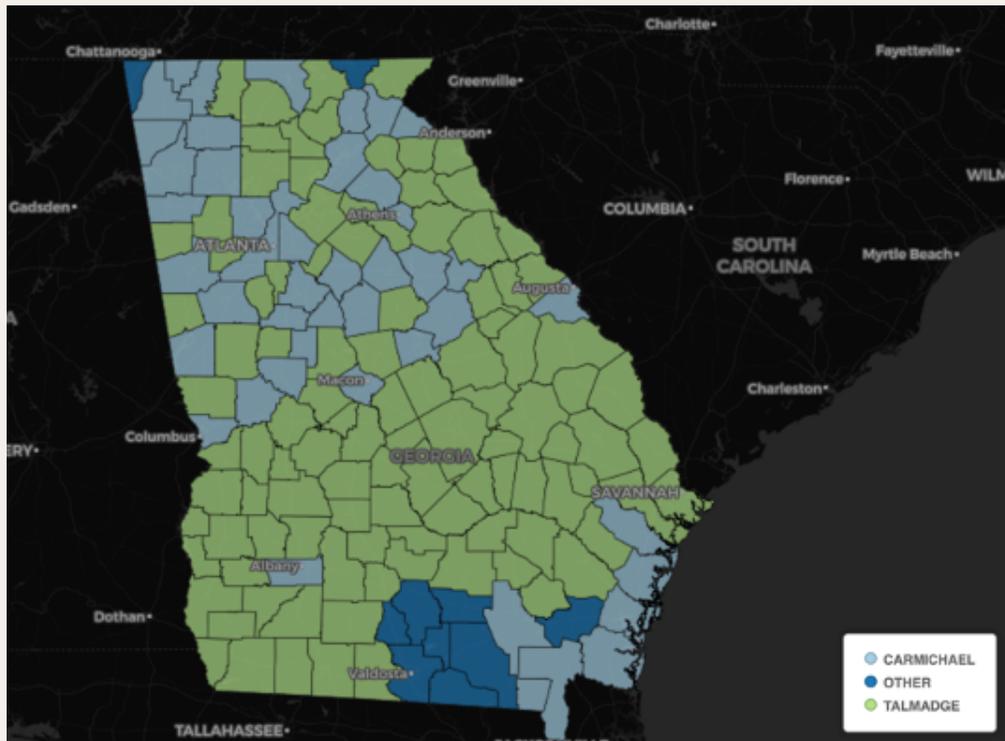
SOURCE SHEET 7

Document D: The Election Results

Candidate	2 Unit Counties (%)	4 Unit Counties (%)
Eugene Talmadge	91 Counties (75%)	13 Counties (43.3%)
James V. Carmichael	21 Counties (17%)	16 Counties (53.3%)
Other Candidates	9 Counties (8%)	1 County (0.3%)
Total	121 Two-Unit Counties	30 Four-Unit Counties

Candidate	6 Unit Counties (%)	Total Unit Votes (%)	Popular Vote (%)
Eugene Talmadge	1 County (12.5%)	242 Unit Votes (59%)	297,245 Votes (43%)
James V. Carmichael	7 Counties (87.5%)	146 Unit Votes (36%)	313,389 Votes (45%)
Other Candidates	0 Counties (0%)	22 Unit Votes (5%)	81,887 Votes (12%)
Total	8 Six-Unit Counties	410 Unit Votes	692,516 Votes

SOURCE SHEET 7, CONTINUED



Source: The table and map above show the election results for the 1946 governor's race. The chart shows how many unit votes each candidate received for the different county categories. Talmadge received the most unit votes from 2-unit counties with the smallest populations while James V. Carmichael won unit votes from the counties with the largest populations. The map shows which counties each candidate won under the county unit system. Although he won the popular vote, James V. Carmichael lost the election to Talmadge on the basis of the county unit vote. Talmadge lost 5 of the 6 most populous counties, but he won in the most sparsely populated counties. Both the chart and the map come from Emory University's Changing Atlanta website. If you have access to a device and the internet, visit <https://scholarblogs.emory.edu/changingatlanta/gubmap46/> to analyze an interactive version of the map above.

WORKSHEET 7

Guiding Questions

Document A:

1. In his speech, Talmadge promised he would implement programs that benefited all Georgians but especially which three groups of Georgians?
2. What benefits did Talmadge promise to provide to these three groups of Georgians if he were elected governor?
3. In the section titled “On Race Question,” what does Talmadge claim about the white primary? What promise does he make regarding the white primary in Georgia?

Document B:

1. Did Mrs. J. Moore believe the Atlanta newspapers were fair and objective or unfair and biased? What did she claim in her letter that supports your answer?
 - * In answering this question, think about how newspapers are often directed at specific audiences. For example, *The Atlanta Constitution* was written for Atlanta residents whereas a paper such as *The News and Farmer* was written for rural residents.
2. Why did Mrs. J. Moore argue African Americans should not vote? Did she provide any evidence to support her argument and claim?
3. Based on her letter to the editor and your knowledge about the 1946 governor’s race, what issue in the 1946 election was most important to Mrs. J. Moore? Why was she ‘for Talmadge’?

WORKSHEET 7, CONTINUED

Document C:

1. In the letter to the editor titled "Would Leave State," what did Eugene Talmadge say that convinced James L. Lunsford that Talmadge was "small and narrow-minded"?

2. In the letter to the editor titled "10,800-Mile Stench," Sergeant Norman Tant discussed Eugene Talmadge's third term as governor (1941-1943). Tant was serving in the Philippines during World War II and he stated that Talmadge's actions as governor "stank 10,800 miles from Georgia." What do you think Tant meant by this statement? What happened during Talmadge's third term that resulted in Tant feeling "ashamed"?

3. What reasons did Lunsford and Tant give for opposing Talmadge? Why did they believe Talmadge would not make a good governor?

Document D:

1. By how many votes did James V. Carmichael win the popular vote in the 1946 governor's race?

2. By how many unit votes did Eugene the overall election in 1946?

3. How did Eugene Talmadge win the 1946 governor's election when he lost the popular vote? What role did the county unit system play in Talmadge winning a fourth term as governor?

Herman Talmadge and W.A. Scott: A Comparative Analysis

Goals:

Following the end of World War II, many veterans returned home and played an important role in shaping a postwar Georgia. Two of these veterans were W.A. Scott III and Herman Talmadge. Although both men called Georgia home and served during the war, they had significantly different ideas of how Georgia fit into a changed postwar world. While Talmadge dedicated his postwar political career to preventing racial progress in Georgia, Scott's life and wartime experiences convinced him to fight for equal rights. **In this lesson, students will compare the online Georgia Journeys tours for Herman Talmadge and W.A. Scott III and determine how individuals impacted the development of a postwar Georgia.**

Essential Questions:

- In what ways did veterans help shape a postwar Georgia?
- How did individual's wartime experiences impact their lives after World War II ended?
- What were the different legacies left behind by Herman Talmadge and W.A. Scott III? Why were their legacies and postwar contributions so different?

Standards:

SS8H9: Describe the role of Georgia in WWII.

- a. Describe the key events leading up to American involvement in World War II; include the Lend-Lease Act and the bombing of Pearl Harbor

SS8H10: Evaluate key post-World War II developments in Georgia

- b. Explain how the development of Atlanta under mayor William B. Hartsfield and Ivan Allen, Jr. impacted the state.
- c. Describe the relationship between the end of the white primary and the 1946 governor's race.

SS8H11: Evaluate the role of Georgia in the modern civil rights movement.

- a. Explain Georgia's response to Brown v. Board of Education including the 1956 flag and the Sibley Commission
- c. Explain the resistance to the 1964 Civil Rights Act, emphasizing the role of Lester Maddox.

Materials Needed:

- Computers and/or tablets
- Guided Notes Chart

Plan of Instruction:

1. Introduction: Review with students who Herman Talmadge was and his impact on Georgia in the years following World War II. This activity should be assigned after students have completed the Herman Talmadge tour exploration.
2. Hand out the Guided Notes Chart. This note sheet is divided into pre-war, wartime, and post-war categories. At the very bottom of each tour location, there is a section entitled 'tags.' This tag section will help students identify whether a tour location is pre-war, wartime, or post-war.
3. Instruct students to navigate to georgiajourneys.kennesaw.edu/tours/browse and open the tour pages for W.A. Scott III and Herman Talmadge.
4. Give students adequate time to explore and examine the tour for W.A. Scott III and review the tour for Herman Talmadge including reading over each individual's biography.
5. After students have read over each tour, instruct them to fill out the Guided Notes Chart comparing the wartime experiences and postwar impact of W.A. Scott III and Herman Talmadge.
6. Whole class discussion:
 - a. How did the different backgrounds and life experiences of W.A. Scott III and Herman Talmadge shape their worldviews and their postwar careers?
 - b. How did the wartime experiences of Talmadge and Scott impact their lives after the war ended?
 - c. What were the different legacies left behind by Herman Talmadge and W.A. Scott III? Why were their legacies and postwar contributions so different?
 - d. How do you think W.A. Scott III defined progress? Do you think Herman Talmadge defined progress in the same way? If not, how do you think Herman Talmadge defined progress?

WORKSHEET 8

Name: _____

Directions: Navigate to georgiajourneys.kennesaw.edu and click on the top right green box that says 'Journeys.' Scroll down and find the tours for Herman Talmadge and W.A. Scott III. After reading the biographies and exploring the tours for Herman Talmadge and W.A. Scott III, complete the Guided Notes Chart below to compare each individual's journeys.

Pre-War: Describe each individual's early lives, backgrounds and families. How did each individual's background shape the way he saw the world?

War-time: Describe each individual's war-time experiences. Why did each person enlist in the military? What were their positions and jobs in the military? How did their war-time experiences shape their lives?

W.A. Scott III

Herman Talmadge

W.A. Scott III

Herman Talmadge

WORKSHEET 8, CONTINUED

Post-War: Describe each person's life after the end of the war. How did they impact and shape a postwar Georgia? What legacies did they leave behind? Why do you think these legacies so different?

W.A. Scott III

Herman Talmadge

William B. Hartsfield and the County Unit System: A Primary Source Analysis

Goals:

The county unit system in Georgia fundamentally shaped state politics from 1917 until 1962 when it was outlawed. This voting system disproportionately favored the voices and votes of rural Georgians, essentially disenfranchising voters in cities like Atlanta. Georgia governors and senators such as Eugene and Herman Talmadge who received strong support from rural voters, consistently won elections winning the county unit vote but losing the popular vote. Starting in the 1950s, leaders like Mayor William B. Hartsfield began to strongly oppose the county unit system. **In this lesson, students will analyze a series of primary sources about the county unit debate in Georgia and determine why people either supported or opposed this system.**

Essential Questions:

- Why did people such as Herman Talmadge support the county unit system? Why did people like William B. Hartsfield oppose the county unit system?

Standards:

SS8H8: Analyze Georgia’s participation in important events that occurred from World War I through the Great Depression.

- b. Describe Eugene Talmadge’s opposition to the New Deal programs.

SS8H10: Evaluate key post-World War II developments in Georgia.

- b. Explain how the development of Atlanta under mayor William B. Hartsfield and Ivan Allen, Jr. impacted the state.
- c. Describe the relationship between the end of the white primary and the 1946 governor’s race.

Materials Needed:

- Copies of Documents A-E (Sources Sheets 8-12, pages 50-55)
- Copies of Primary Source Graphic Organizer
- Projector

Plan of Instruction:

1. Introduction: Review with students the definition of the county unit system and explain how this voting system disproportionately favored the voters living in rural counties. Then, instruct students to look over the information below and answer the accompanying questions.
 - a. All 159 counties in Georgia were assigned one of the following categories: urban, town, and rural.

- b. Urban counties were the 8 most populous counties, town counties were the next 30 counties in population size, and rural counties were the remaining 121 counties with the smallest populations.
 - c. Each county received unit votes in statewide primary elections. The urban counties received 6- unit votes each, the town counties received 4-unit votes each, and the rural counties received 2-unit votes each.
 - d. *How many unit votes did urban counties receive overall? How many unit votes did town counties receive? How many unit votes did rural counties receive? Did urban, town, or rural counties receive the most unit votes? Did urban, town, or rural counties have the largest population? How could candidates like Eugene or Herman Talmadge win elections but not win the majority of votes cast?*
2. Hand out Documents A-E (Source Sheets 8-12, pages 50-55) and the graphic organizers.
 3. As a whole class, read aloud Document A. After discussing the document together, have students fill out the graphic organizer for Document A.
 4. Have students work on Documents B through E in small groups and fill in the graphic organizer.
 5. Whole class discussion: Why did people either support or oppose the county unit system?
 - a. According to these documents, why did some people support the county unit system? What evidence can you cite from these sources to support your answer?
 - b. According to these documents, why did some people oppose the county unit system? What evidence can you cite from these sources to support your answer?
 - c. Based on these documents and your knowledge of this time period, how did where someone lived in Georgia impact their stance on the county unit system?
 - d. Imagine you were living in Georgia during this debate in the 1950s, would support or oppose the county unit system? Why or why not?

SOURCE SHEET 8

Document A: Herman Talmadge

The one issue where I never saw eye-to-eye with Bill Hartsfield and Ivan Allen was the county unit system. Given our different backgrounds and constituencies, that was probably understandable. The county unit system was the means by which candidates were chosen in the Democratic Primary up until the time that it was declared unconstitutional by the U.S. Supreme Court in 1962. In the county unit system the eight most populous counties each had six unit votes, the next thirty each had four, and the 121 least populous counties had two unit votes. Whichever candidate received a plurality of votes in a given county got all of that county's unit votes. As you can see, this system did not adhere to the formula of one man-one vote. And for that reason, the more populous counties felt that they were underrepresented. Since Papa and I derived much of our support from the rural areas, we thought the system was just fine. Beyond the question of electoral arithmetic, however, there is a philosophical case that can be made for the county unit system.

As members of a society, we do not exist solely as individuals; we are also members of groups. We belong to families, churches, neighborhoods, fraternal organizations, political parties, and the like. A republican form of government (as opposed to a mere plebiscitary democracy) ought to reflect this diversity in its political institutions. The ancient Greeks and Romans believed that every tribe, no matter how small or how remote, deserved representation... Each state has exactly two United States Senators, regardless of the population of that state, and the U.S. Senate is the most important legislative body in the world. As everybody knows, the Electoral College is the outfit that officially elects the President of the United States. Electoral votes do not exactly reflect the popular vote, and on more than one occasion the candidate with the most popular votes has lost in the Electoral College. And yet, for two hundred years all proposals of reforming this system have been rejected as worse than the Electoral College itself.

Vocabulary:

- County unit system: an electoral system in Georgia that gave each county a certain number of votes based on three categories (rural, town, urban) and that favored rural counties
- Electoral: relating to elections
- Arithmetic: the part of mathematics that involves adding and multiplying numbers
- Plebiscitary Democracy: a form of government where everyone citizen votes for their country's leader
- Electoral College: a group of electors or representatives chosen by the voters in each state to elect the U.S. president and vice president
- Popular vote: the number of individual votes cast for a candidate or issue in contrast to the number of county unit votes

Source: Excerpt from the memoir of Herman Talmadge written in 1987.

Document B: William B. Hartsfield

Mayor Hartsfield Says Demagogues Use Corrupt Unit System To Stay in Power

Atlanta — Since I, along with others, have spoken out against the county unit system, it is but natural for its defenders to fire back. As usual they rely on prejudice and hate because they have no logic on their side. Also, this is not a question of Atlanta versus the balance of the state. It is a problem which affects all fairly large towns in Georgia who suffer from similar discrimination.

Why must Georgia always decide its statewide political affairs in an atmosphere of class hatred, prejudice, bigotry and demagoguery? Why do so few men of outstanding ability offer for public office? Why do so few vote in Georgia compared with other sections? Why is the emphasis in Georgia on making it hard to vote instead of encouraging intelligent voter participation?

The demagogues will picture Atlanta as a Sodom and Gomorrah and its mayor as a special devil. They will scream about minorities in Atlanta in order to hide the fact that for years Georgia has been ruled by a tight county unit minority and a rural bloc vote. As usual, they will flail the Negro and intimate that we are all Communists and agents of the NAACP.

To those who say we need the county unit system to protect our traditions, let us remember that South Carolina, Alabama, Mississippi and other Southern states feel no need for a county unit system to protect their "traditions."

We who oppose the county unit system do not hate our friends in the rural areas. We are not extremists on either side. Certainly, Atlanta does not want to dominate the state. We just want to be fellow citizens in every sense of the word.

WM. B. HARTSFIELD.

• • •

Vocabulary:

- County unit system: an electoral system in Georgia that gave each county a certain number of votes based on three categories (rural, town, urban) and that favored rural counties
- Bigotry: prejudice against those who hold different opinions and beliefs from oneself
- Demagogue: a political leader who wins support by appealing to the emotions and prejudices of ordinary people rather than reason
- Communism: a type of government and economic system where the government and not individual people own land, factories, machinery, and other property
- NAACP: the National Association for the Advancement of Colored People; a civil rights organization formed in 1909 to secure equality of rights for people of color and to eliminate race-based discrimination

Source: A newspaper article written by William B. Hartsfield for *The Atlanta Constitution* on March 13, 1958.

SOURCE SHEET 10

Document C: "Unit Bars Corruption -
Talmadge"

Unit Bars Corruption --Talmadge

By KEELER McCARTNEY

Constitution Staff Writer

MACON, Oct. 15—Flaying what he termed "a bloc vote which is attempting to get control of state politics," Governor Talmadge asserted here Wednesday that the county unit system "stands as a barrier in Georgia to the corruption which has been exposed in other states."

Plugging for adoption of the county unit amendment in November, Talmadge reiterated his claim that Amendment No. 1 would prevent development of a "powerful and corrupt political machine."

The governor spoke during the morning at a called session of county ordinaries at the Lanier Hotel. Wednesday afternoon he was principal speaker at the beginning of a two-day session of the Georgia Peace Officers' Association.

In both appearances Governor Talmadge resumed previous attacks upon "lying newspapers;" Atlanta Mayor William B. Hartsfield; Austin T. Walden, Negro attorney of Atlanta, and others who have opposed the county unit amendment.

HITS HARTSFIELD, WALDEN

The governor branded Hartsfield a "captive mayor to a bloc vote in Atlanta" and said Walden was "the real political boss there,"

Talmadge said constitutional Amendments No. 1, No. 2 and No. 3 were campaign pledges in the 1950 gubernatorial election. He said Amendment No. 1 simply makes mandatory that a candidate qualify in the primary election in order to enter the general election; No. 2 would appropriate funds from gasoline tax collections and auto registration fees exclusively for highway use and No. 3 would reduce the state property tax from five mills to one-fourth mill.

BACK FOR RATIFICATION

"These issues were voted upon by the people, passed by a two-thirds majority of the legislature and now they are back before the people for ratification," he declared.

Talmadge said Atlanta newspapers "had deliberately distorted the issue in the unit amendment "by resorting to propaganda policies that sound to me like they are coming out of Russia." He added "Since the newspapers exist as a monopoly, there are no means by which we can adequately answer them."

"We don't want corruption by criminal or political machines in this state, like those that have brought such stigma to cities like Chicago, New York, Miami, Kansas City, Los Angeles," he said.

"The reason we have been able to keep such corruption out of Georgia has been that we have the county unit system of elections. Under the county unit system such powerful and corrupt political machines are stopped at the county line."

Source: An article from The Atlanta Constitution published on October 16, 1952. Article reported on Herman Talmadge's attempts to expand and protect the county unit system by proposing amendments to state constitution.

SOURCE SHEET 11

Document D: Hartsfield Responds to Talmadge

Mayor Raps Talmadge's Unit Outcry

' Governor Talmadge, who intimated Atlanta's City Council should mind its own business and stay out of state affairs, got a quick reply Wednesday from Mayor Hartsfield who said Atlantans are Georgians, too.

Council had asked for the defeat of the Talmadge-sponsored county unit amendment, and empowered Hartsfield to do anything necessary toward killing the proposal at the polls Nov. 4.

GOVERNOR'S VIEW

In a statement Wednesday morning, the governor said Atlanta has nine wards with one alderman and two councilmen each and the population of these wards varies from 20,000 to 65,000 each.

"If the City Council of Atlanta desires equalization of votes," he added, "it should attend to its own business by equalizing the votes of the City of Atlanta and leaving the business of Georgia to the people of Georgia, the General Assembly of Georgia and the duly-elected officials of Georgia."

"WE ARE AS GOOD . . ."

Hartsfield, who revealed he planned to take the stump against the amendment, defended council, saying:

"It has the right to represent 400,000 Georgians in a matter affecting the entire state.

"We think we are as good Georgians as our fellow citizens elsewhere in the state," Hartsfield asserted. "In the last referendum on the county unit being placed in the general election, it was defeated by 3,000 votes before it reached Fulton County.

Vocabulary:

- Intimated: to imply or hint
- Wards: a division or district of a city that elects and is represented by a councilman
- Alderman: an elected member of a municipal or city council
- Referendum: a vote on an issue of public policy such as an amendment to a constitution or a new law

Source: An article from The Atlanta Constitution published on September 4, 1952. Article reported on Mayor Hartsfield's response to Governor Talmadge's attempts to expand and protect the county unit system.

Document E: "County Unit

County Unit Issue Coming to Boil

By BRUCE GALPHEN

There's a good case for those who contend that the county unit system is Georgia's top political issue.

But rarely do you hear anyone get down to the real issues involved.

You hear, over and over, that "the county unit system prevents Negro bloc voting in Atlanta from taking over the state" or "the county unit system keeps the corrupt politicians in office."

Both of these rhetorical "pearls," however emotional and obscuring they may be, are built around grains of truth.

MAKE NO MISTAKE about it: The county unit system is an extremely powerful force in Georgia and its removal would substantially alter politics and government operations.

The county unit system is a conservative, status quo influence. Its removal, either by judicial or legislative action, would inevitably liberalize the state's politics and give urban areas a larger share of the state's tax dollar.

Where did the system come from? What are its effects? How has it been attacked?

HERE ARE PROS AND CONS OF UNIT SYSTEM

- 1 Removal of the unit system would give much greater weight to city votes, including "bloc" or "controlled" votes.
 - 2 By adding weight to city votes, direct popular voting would have a tendency toward electing a "liberal" governor. As long as the present legislative apportionment remains, the General Assembly will continue to be predominantly rural and "conservative." A running battle between the two branches of government probably would develop.
 - 3 If the legislature in time were liberalized, laxer voter registration laws might be enacted. If this happened, Negroes might take control of county governments in many middle- and south-Georgia counties, where they outnumber whites.
 - 4 To be elected without a unit system, a governor would have to promise such things as tax relief and more road-building to cities. The rural areas, which are generally poor anyway, would suffer as a result.
 - 5 The county unit system reduces the influence of labor unions because labor is concentrated in urban areas. Northern industrialists are more inclined to move South because of this conservative influence.
- 1 Putting elections on a popular vote basis would give each citizen no more than his fair voice in elections. A vote would count a vote. A few controlled votes in a rural county under the present system have undue power.
 - 2 In time the end of the unit system probably would bring about reapportionment. It is healthy if the legislative and executive branches are not too close anyway.
 - 3 Government should be representative of the citizens within a unit. This pressure might result in consolidation of counties.
 - 4 More and more, the cities are having to supply services and pave roads under outmoded tax structures. They need state aid but have no wedge for getting it at present.
 - 5 End of the system would give the individual union member no more voice than the individual farmer. Industrialists move South for a variety of reasons, chief among them being a favorable climate and availability of water power.

SOURCE SHEET 12, CONTINUED

Document E: “County Unit

Vocabulary:

- County unit system: an electoral system in Georgia that gave each county a certain number of votes based on three categories (rural, town, urban) and that favored rural counties
- Obscure: to keep from being seen; to conceal
- Bloc vote: a group of voters who all vote similarly because they share many of the same concerns and beliefs
- Popular vote: the number of individual votes cast for a candidate or issue in contrast to the number of county unit votes
- Reapportionment: the process of redistributing or changing the number of representatives in a legislative body

Source: An article in The Atlanta Constitution published on April 13, 1958 summarizing the two sides in the county unit system debate.



WORKSHEET 9

Name: _____

Why did people support or oppose the county unit system?

	According to this document, why did people support the county unit system?	According to this document, why did people oppose the county unit system?	Provide evidence from the document that supports these answers.
Document A			
Document B			
Document C			
Document D			
Document E			

Concluding Essay Assignment

Goals:

As an optional assignment to conclude this series of activities, teachers can assign a short essay asking students to develop a thesis about the definition of progress and how a community or group can successfully achieve progress. In this essay, students will be expected to use evidence from the primary sources and online tours examined and analyzed in the previous set of activities. Students will gain a deeper understanding of the primary sources they have analyzed as well as practice using primary source evidence to support a thesis.

Essential Questions:

- How do you define progress?
- How can an individual or a group of people successfully achieve progress for their community, their state, or their nation?

Materials Needed:

- Notes and assignments from completed activities in this Teacher's Guide
- Computer and/or tablet and/or paper, pens, and pencils
- Copy of concept map for word 'progress' (found on page 5 of this Teacher's Guide)

Plan of Instruction:

1. Hand out a blank copy of 'progress' concept map.
2. Instruct students to think about the various individuals they have learned about over the last few class periods. As a whole class or in partners, discuss the following question - how has learning about these individuals changed their ideas about the word 'progress'?
3. Following this discussion, ask students to complete a new 'progress' concept map, incorporating new information and examples from the various tour explorations and primary source activities they have recently completed.
4. Using their concept maps as a guide, ask students to write a short essay answering the prompt below:
 - a. Carl Vinson, Eugene Talmadge, Herman Talmadge, and William B. Hartsfield were all motivated by a desire to improve their home, Georgia. However, they all proposed different ways to make Georgia better and ultimately, they all defined progress differently. Thinking about the legacies of these four men, how do you define progress and what do you think is the most effective way for an individual or a group of people to achieve progress for their community?
5. This essay can be an informal quick-write or a more formal paper. Whether an informal short answer or a longer essay, encourage students to cite specific pieces of evidence from the online tours and primary sources they have examined.

Primary Source Collection:

Instruction Sheet

Overview:

Included in this Teacher's Guide is access to a Google Drive Folder with a collection of primary source materials relevant to the individuals highlighted in this guide and the accompanying Georgia Standards of Excellence for 8th Grade Social Studies. The primary sources selected for this collection include newspaper articles and news film clips found in the WSB-TV Newsfilm Collection at the University of Georgia's Special Collections Library. This collection of newspaper articles and news film clips give students the opportunity to understand the role of the media in how events and individuals are remembered as well as to analyze multiple perspectives from the past. Organized by individual and theme, these primary sources give teachers the ability to teach the events and individuals found in the Georgia Standards of Excellence while cultivating critical thinking skills in their classrooms.

Instructions to Access and Use Google Classroom:

1. To access the primary source collection, click on the following link – [Georgia Journeys: Primary Source Collection](#)
2. The primary source materials in this collection are grouped into 4 main folders for the following individuals: Carl Vinson, Eugene Talmadge, Herman Talmadge, and William B. Hartsfield.
3. Within each of these main folders, the primary source materials are grouped into themes (i.e. '1946 Governor's Race and White Primary').
4. The Google Drive Folder is searchable by keyword and Georgia Standard of Excellence (i.e. SS8H10).

Resources for Teachers: K-12 Educational Programs

The mission of the Museum of History and Holocaust Education is to support K-12 students and teachers in the study of World War II and the Holocaust. Our programs are free and flexible, and you can customize a program to fit your school's specific needs. We offer:

- Field Trips to the museum
- In-School Programs
- Traveling Trunks
- Traveling Exhibitions
- Online Teacher's Guides
- Summer Workshop for High School Students
- No Place for Hate Art and Writing Contest
- Professional Development Workshops
- On-Site Events

To reserve a program, or for more information, contact us at **470-578-2083** or by email at **mhheeducation@kennesaw.edu**.

The Legacy Series

The Museum of History and Holocaust Education's *Legacy Series* oral history program uses filmed interviews to preserve the experiences of Holocaust survivors, World War II veterans, and home front workers living in Georgia. Through our website, you can find short video clips excerpted from these filmed interviews, in which the individuals share their World War II and Holocaust experiences. We encourage you to use these in your classroom to support your teaching about World War II and the Holocaust, and to help your students meet history face to face.

historymuseum.kennesaw.edu/educators/legacy_series.php



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