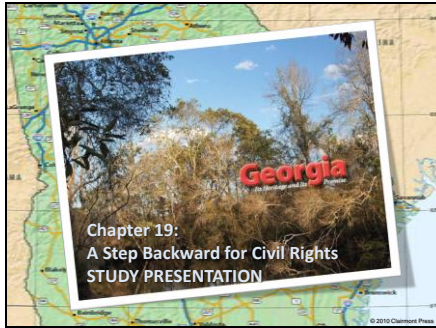


Slide 1




Slide 3

Section 1: African Americans and Segregation

➤ Essential Question

- How did African Americans respond to segregation during the early 20th Century?




Slide 4

Section 1: African Americans and Segregation

➤ What terms do I need to know?


- Jim Crow laws
- separate-but-equal doctrine
- lynching
- Great Migration
- National Association for the Advancement of Colored People (NAACP)



Slide 6

The Establishment of Segregation

- Schools were segregated by the end of the Civil War. Most churches were separate.
- The Civil Rights Act of 1875 made discrimination in public places illegal. Government could not discriminate.
- The Supreme Court's "civil rights cases" of the 1880s ruled that owners of private businesses could decide who they would serve. This opened the way for segregation in public spaces.






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Jim Crow Laws


- In the 1880s, the Supreme Court confirmed that government could not discriminate, but said owners of private businesses could decide who they would serve.
- **Jim Crow laws** – named for a type of black character in mid-1800s minstrel shows – called for segregation.
- State and local communities in Georgia passed Jim Crow laws in the 1890s and early 1900s, making segregation legal.
- These laws also stated how much African heritage a person had to have to be considered black.

 The laws were passed to create a second class, separate, and inferior position for African Americans.

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Plessy v. Ferguson


- The Supreme Court ruled in 1896 that public places could be separate by race but had to be “equal.”
- The separate-but-equal doctrine allowed segregation to continue in the U.S. for decades.
- Southern states created dozens of state and local laws to create separate public spaces, from schools and libraries, to cemeteries.
- Racial segregation became established by law and custom.
- **Plessy v. Ferguson** was overturned in 1954.



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Cumming v. Richmond County Board of Education


- **Cumming v. Richmond County Board of Education** (1899) was a Georgia case that first applied the separate-but-equal doctrine to education.
- The Supreme Court ruled that closing a black high school to open black elementary schools, while leaving a white high school open, did not establish discrimination.
- The decision also stated that it was not unconstitutional to disallow African Americans in white schools.
- The separate aspect of the doctrine was enforced, but not the equal.



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Preventing Equality

- Public places became more and more separate.
- Separate areas included restrooms, water fountains, waiting rooms, theaters, and parks.
- African Americans were excluded from some public businesses, such as restaurants and hotels that served whites.
- Unspoken rules of interaction between the races developed, such as whites having the right-of-way on sidewalks and roadways.
- More than 450 lynchings (mobs of people murdering someone) took place in Georgia between 1882 and 1930. Rarely were the mobs held accountable. About 95 percent of the victims were African Americans.





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12

African American Responses to Segregation

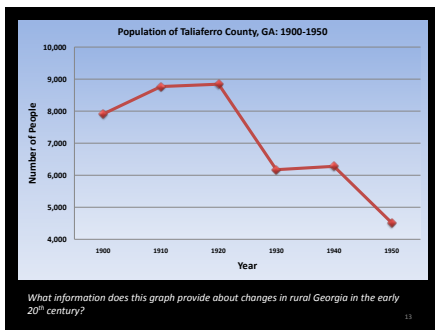
- In the 1890s, many African Americans migrated from the South to the Great Plains, hoping to leave the Jim Crow laws and settle land out west.
- Those African Americans who migrated west during this period were called **Exodusters**.
- After World War I, African Americans increasingly left the South to move north, seeking factory jobs and to avoid threats of racial violence.
- This movement from South to North became known as the **Great Migration**.



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Booker T. Washington

- Booker T. Washington was a former slave who became the head of the Tuskegee Institute, a school for African Americans in Alabama.
- He supported industrial and vocational education for African Americans and gained the support of some leading northern whites.
- At the 1895 International Cotton Exposition in Atlanta, Washington delivered a speech that seemed to accept social racial separation, with blacks and whites both "essential to mutual progress."
- This idea of segregation and social inequality as necessary to get along with southern whites was later known as "accommodation."
- Washington's speech supported a practical approach, in which segregation continued, but with hope that gradually the races might live more equally. His speech was well received by northern and southern white leaders.




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W.E.B. DuBois

- Born free, raised in Massachusetts, and educated at Harvard, W.E.B. DuBois worked to develop African Americans leaders, based on a strong liberal arts education.
- Beginning in 1897, he taught at Atlanta University and studied conditions for African Americans.
- His book, *The Souls of Black Folk* (1903), called for action against poverty and racial violence.
- He helped create the **National Association for the Advancement of Colored People** (NAACP); in 1910 he moved to New York to work full-time with the NAACP.
- DuBois wanted to attack racism, and the NAACP took discrimination cases to court throughout the rest of the 20th Century.



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Section 2: African American Institutions and Life

➤ Essential Question

- What led to the development of African American urban communities?




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City Life

- Urban areas became home to an African American middle class.
- African Americans built churches, businesses, and educational institutions. Urban districts centered around African American life and black-owned businesses grew and developed.
- The "Sweet Auburn" district in Atlanta grew into a bustling downtown of businesses, offices, stores, and entertainment for African Americans.



These buildings are on Auburn Avenue in the Sweet Auburn Historic District of Atlanta. Image: National Park Service

Each Georgia city developed its own African American downtown.




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Schooling

- African Americans founded schools for their children during the late 19th Century. One of these schools was the Haines Institute, founded by former slave and Atlanta University graduate Lucy Craft Laney in 1886.
- A Bible institute founded in 1908 by Joseph Winthrop Holly is today Albany State University.
- Philadelphia Quaker Anna Jeanes established a fund to pay well-qualified black teachers, including summer training programs.




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Higher Education

- During the second half of the 18th Century, Atlanta became the center of higher education for African Americans.
- Atlanta University, Clark College, and Morehouse College were formed. Spelman Seminary, a school for African American women, later became Spelman College.
- John Hope became Atlanta Morehouse College's first African American president and made Atlanta University the country's first African American graduate school.
- Lugenia Burns Hope, the wife of John Hope, founded the Neighborhood Union to provide the African American community with medical, educational, employment, and recreational services; she also led efforts to provide day care and kindergarten for African American children.



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Section 3: Voting Rights

➤ Essential Question

- How did efforts to disfranchise African American men lead to racial riots in Georgia?



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Section 3: Voting Rights

➤ What terms do I need to know?

- disfranchise
- white primary
- grandfather clause



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White Primaries

➤ In 1900, the Democratic Party in Georgia ruled that its primaries for statewide offices would be open to whites only.

➤ African Americans had little influence in state politics since they would have no part in choosing the candidates. African American voting declined as a result of these white primaries.

➤ Efforts to **disfranchise** African American men continued in the early 20th Century.

➤ An 1899 and 1901 bill to require voters to pass a literacy test, with a "grandfather clause" tying the ability to vote to whether one's father or grandfather could vote right after the Civil War, did not pass. This would have eliminated all African American voting.



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The Atlanta Riot of 1906 and the 1908 Election


➤ During 1906, the Atlanta newspapers helped create racial tensions by publishing stories of alleged crimes against whites.

➤ A white mob gathered in downtown Atlanta and, despite pleas from the Mayor to disperse, began attacking African Americans and African American businesses.

➤ Some African Americans used weapons in defense. A shootout with militia near Clark College resulted in many arrests of African Americans.

➤ After three days, more than 25 people had died and headlines around the country destroyed Atlanta's image as a modernizing and progressive city. Some blacks left Atlanta after the riot.

➤ Democrat Hoke Smith was elected governor in 1908. Smith campaigned in support of a constitutional amendment to limit who could vote in elections by mandating certain restrictions. This disfranchisement amendment meant African Americans lost their right to vote in Georgia.



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The Disfranchisement Amendment

- The Disfranchisement Amendment of 1908 was a state constitutional amendment that required a literacy test as a condition to register to vote. A **grandfather clause** allowed veterans and descendants of war veterans to vote.
- Governor Hoke Smith supported this voting registration amendment.
- Losing the right to vote kept African Americans from influencing politics, law, or government policy in Georgia. The black community would not be heard when demanding better education, neighborhood improvements, or fairer treatment.
- The inequalities of the Jim Crow system became even greater in the decades to follow.




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Section 4: Catholics and Jews

➤ Essential Question

- How did discrimination in Georgia expand during this time?




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Section 4: Catholics and Jews

➤ What terms do I need to know?

- prejudice
- anti-Semitism
- commute




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Anti-Catholicism

- Catholics and their growing political power in the Democratic Party led to growing anti-Catholicism beginning in the 1890s.
- The American Protective Association, which targeted Catholics in the North and Midwest, started chapters in Georgia in the 1890s.
- The Ku Klux Klan, which reestablished itself in Georgia in 1915, targeted Catholics in addition to African Americans.
- Catholic organizations formed to try to correct misperceptions that other Georgians had about them.






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Anti-Semitism and the Lynching of Leo Frank

- Anti-Semitism flared up in the late 1800s.
- Leo Frank, a Jew who had moved to Georgia from the North, managed a Marietta pencil factory. A janitor reported in 1913 that he found a young woman dead in Frank's factory.
- Frank, the last person to admit he saw the victim alive, was quickly convicted and sentenced to death.
- Outcries of protest against the verdict and the way the trial was conducted came from all over the country.
- Governor John Marshall Slaton reviewed the case and commuted the sentence from death to life in prison. He believed Frank might be innocent.
- In August 1915, a group from Marietta took Frank from prison in Milledgeville and lynched him in Marietta.



The Georgia Board of Pardons and Parole issued Leo Frank a pardon in 1984, based on the state's failure to protect him while in custody.

13-year-old Mary Phagan was murdered in 1913 in Atlanta. Her murder sparked an international examination of anti-Semitism in Georgia.
Image: Public Domain

Additional Notes:

