

A Legacy of Leadership

TEACHER GUIDE



FROM THE GEORGIA HISTORICAL SOCIETY

A Legacy of Leadership

A TEACHER GUIDE FROM

GEORGIA HISTORICAL SOCIETY

To support the 2024 Georgia Day Banner and Art Competitions, GHS presents classroom-ready resources that encourage students to explore "A Legacy of Leadership." Comprised of a unique digital resource, a primary source set, and a teacher guide, this new classroom resource bundle helps students understand how Georgia's elected officials have demonstrated leadership qualities and executed their responsibility to govern. All resource elements are aligned to the Georgia Standards of Excellence.

Supporting the classroom resources, "A Legacy of Leadership" Teacher Guide contains hands-on activities and strategies to encourage critical thinking and analysis. The Guide also contains links to GHS and additional resources to enhance instruction of the featured topics and historical figures.



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Primary versus Secondary Sources



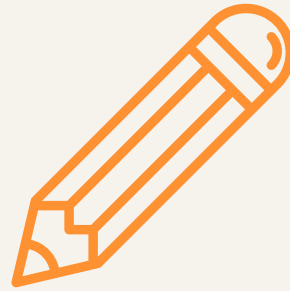
Primary sources are eyewitnesses to history

Created during the time period of study or by someone who lived through the time period of study

Gives a direct link to the time period under study and acts as the main evidence in discussions about the past

Primary Source Examples

Legal Documents, Diaries, Letters
Artifacts, Artwork, Government Records,
Oral Histories, Contemporary News
Articles, Photographs, Music



Secondary sources are the results of research

Created after the time period of study by someone who has analyzed and studied primary sources

Gives context, analysis, and a starting place for building new arguments about the past

Secondary Source Examples

Biographies, Nonfiction History Books,
Articles in Scholarly Journals,
Encyclopedias, Reference Books,
Textbooks, News Articles Written about
Events of the Past

A Legacy of Leadership: Educational Resource

The text for *A Legacy of Leadership: Educational Resource* has been color-coded to aid readers.

Example: Primary source from a historic event highlighted in the text.

Example: Primary or secondary source depicting an individual leader highlighted in the text.

Example: Links to a resource on the Georgia Historical Society's website. The links go to primary and secondary sources about the historical events and people highlighted in the text. (Useable only online or downloaded virtual PDF)

Type of Resource	
Historical Investigation	Learner-centered activities that encourage exploration of digitized primary source sets from the Georgia Historical Society.
Newspaper in Education	Digital resource that explores previous <i>Georgia History Festival</i> themes and centers around a figure or topic in Georgia history.
Online Exhibit	Showcased items and artifacts in the Georgia Historical Society's collections. The historical information and primary sources can be utilized by learners of all grade levels.
Primary Source Set	Set of high-resolution images of primary sources aligned to the GSE.
<i>Today in Georgia History</i>	Series of 90-second videos for learners of all grade levels. The program covers a large array of subjects across Georgia's history and is aligned with the Georgia education standards.

Hyperlinks

[American Revolutionary War:](#)

A **Primary Source Set** focusing on Georgia during the American Revolutionary Era.

[Georgia Historical Society:](#)

Abraham Baldwin's Draft Copy of the United States Constitution.

Highlighted Historic Source or Events

Constitutional Convention:

Took place from May to September 17, 1787, in Philadelphia, PA, to revise the Articles of Confederation resulting in a new constitution. This painting was created in 1940 by Howard Chandler Christy.

Copy of the Constitution

Abraham Baldwin's Draft Copy of the United States Constitution was printed and used during the Constitutional Convention of 1787. This version of the Constitution was submitted to the delegates by the Committee of Style on September 12, 1787, and was the second of two drafts printed for discussion by the delegates.

Highlighted Leaders

William Few:

Few was appointed as one of Georgia's representatives to the Constitutional Convention. Though he did not make much of an impression during the proceedings, following the Convention, he had a successful political and private career in two states.

Georgia Standards of Excellence



Analyze the challenges faced by the framers of the Constitution.



Analyze the role of Georgia in the American Revolutionary Era.

Leaders of a Nation within a State

Hyperlinks

Land Lotteries:

Today in Georgia History about Georgia's first land lottery. Land lotteries placed seized territory up for lottery. To take part in a land lottery, a person would simply have to submit their name to the state and pay for a ticket.

Cherokee fought removal:

A **Primary Source Set** focusing on the forced removal of the Cherokee.

New Echota:

The "Sequoyah: Innovative Creator of the Cherokee Syllabary" **Newspaper in Education** includes a portion about establishing New Echota.

Cherokee Constitution:

Today in Georgia History about the creation of the Cherokee Constitution.

Worcester v Georgia:

Today in Georgia History about a landmark case in which the Supreme Court declared the Cherokee a sovereign nation.

Highlighted Historic Source or Events

Cherokee Constitution:

Title page of the Constitution and laws of the Cherokee Nation published in Cherokee; with the seal of the Cherokee Nation. The Cherokee Constitution was modeled after the US Constitution.

Cherokee land was put up for lottery in 1832 and 1833:

This tract was drawn by John P. Riley of Muscogee County in the gold lottery of 1832, which was the seventh land lottery in Georgia.

Georgia Standards of Excellence



Explain westward expansion in America



Explain the significant factors that affected westward expansion in Georgia between 1789 and 1840.

Leaders during Change

Hyperlinks

[Reconstruction Era:](#)

A **Primary Source Set** focusing on the impact of Reconstruction on Georgia

[13th Amendment:](#)

Today in Georgia History about the 13th Amendment, which outlawed slavery.

[Long:](#)

Today in Georgia History about Jefferson Franklin Long.

[Amnesty Bill:](#)

The pardon and loyalty oath of Hugh L. Dennard from the office of President Andrew Johnson.

[Andrew Young:](#)

Today in Georgia History about Andrew Young, Georgia's first black congressman in the 20th century, elected on November 7, 1972.

Highlighted Historic Source or Events

Thirty-Two African Americans:

Black men participated in Georgia politics for the first time during Reconstruction. Some additional prominent Black state legislators were Henry McNeal Turner, Tunis Campbell, and Aaron A. Bradley. The Black legislators in this image are Robert C. De Large, Jefferson H. Long, H.R. Revels, Benjamin S. Turner, Josiah T. Walls, Joseph H. Rainey [i.e., Rainey], and R. Brown Elliot.

Amnesty bill for former confederates:

The amnesty bill restored political rights to former Confederates. After the passing of the amnesty bill, White conservative Democrats, called the redeemers, were voted back into office and took control of the governorship and General Assembly. This is the pardon and loyalty oath of Hugh L. Dennard, a result of the passage of the amnesty bill.

Georgia Standards of Excellence



Analyze the effects of Reconstruction on American life.



Analyze the impact of Reconstruction on Georgia.

Hyperlinks

[Granting women the right to vote:](#)

"The Women's Suffrage Movement in Georgia" *Newspaper in Education* explains how the movement was situated within the Progressive era of the early 20th century and offers students opportunities to see first-hand how Georgia participated in the nation-wide movement to pass the 19th Amendment.

[Women to achieve full citizenship:](#)

An **online exhibit** with primary sources about the social movement of the 20th century including Women's Suffrage.

[September 13, 1922:](#)

Today in Georgia History about the election of Viola Ross Napier and Bessie Kempton Crowell.

[Principal architect of the 1973 Atlanta City Charter:](#)

Today in Georgia History about Grace Towns Hamilton.

Highlighted Historic Source or Events

Ratified:

In August 1920 the 19th Amendment was ratified and passed in both houses of the US Congress, granting women the right to vote. As the states began to vote one by one for the ratification of the 19th Amendment, the women of the National Woman's Party sewed each star as a symbol of the ratification for each state victory for women's suffrage.

Three women ran for election:

Viola Napier of Bibb County and Bessie Kempton Crowell of Fulton County became the first women elected to the General Assembly. A third woman, Nessie Powell, ran but lost the election. Women of color struggled to vote and to be placed on the ballot for decades after ratification.

Georgia Standards of Excellence



Explain how amendments to the US Constitution have maintained a representative democracy/republic.

Hyperlinks

Warm Springs Resort:

Today in Georgia History about President FDR and Warm Springs.

Eugene Talmadge:

Today in Georgia History about Governor Eugene Talmadge.

Great Depression:

An **online exhibit** with primary sources about Georgia in the 1930s.

Works Progress Administration:

Works Progress Administration District 8 scrapbook and photo album 1940-1941.

Talmadges's critics:

Today in Georgia History about one of Talmadge's critics, Helen Douglas Mankin. Mankin won a seat in the state legislature in 1936, beating out five male opponents.

Highlighted Historic Source or Events

Stock market's collapse on October 29, 1929:

The collapse led to over 10,000 bank failures, a nationwide loss of confidence in the economy, and reduced spending and output. This image was created by James N. Rosenberg in 1929. It depicts a view of Wall Street, New York City, with a panicked crowd, lightning, people jumping out of buildings, and buildings falling at the time of the stock market crash in 1929.

Violated states' rights, harmed farmers by forcing them to compete with federal industry, and attacked southern heritage:

This handbill from Talmadge's final gubernatorial election in 1946 covers all these topics that made up his platform.

Georgia Standards of Excellence



Explain how the Great Depression and New Deal affected the lives of millions of Americans.



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

Leader in the White House

Hyperlinks

[Lester Maddox:](#)

Today in Georgia History about Governor Lester Maddox.

[Governor Carl Sanders:](#)

Today in Georgia History about Governor Carl Sanders.

[Democratic nomination for president:](#)

Today in Georgia History about President Jimmy Carter's presidential nomination.

[First Georgian to be elected president of the United States of America:](#)

Today in Georgia History about President Jimmy Carter.

[Iran hostage crisis:](#)

Today in Georgia History about struggles during President Jimmy Carter's term.

[Carter:](#)

Historical Investigation about President Jimmy Carter with primary sources and accompanying classroom strategy geared towards second and eighth grade.

[Worldwide humanitarian efforts:](#)

A **Primary Source Set** focusing on the developments in Georgia since the late 20th century. This primary source set includes two primary sources related to President Jimmy Carter.

Highlighted Historic Source or Events

Vietnam War:

The Vietnam War (1964-1975) was a lengthy conflict in which the government of North Vietnam and South Vietnam were in opposition. The involvement of larger political allies, such as the United States, China, and the Soviet Union resulted in a brutal, large-scale, and highly controversial conflict in the midst of the Cold War.

Georgia Standards of Excellence



Describe the lives and contributions of historical figures in Georgia history.



Explain the important developments in Georgia since the late 20th century.

A Legacy of Leadership: Primary Source Set

A Legacy of Leadership: Primary Source Set contains fifteen high-resolution images all related to the educational resource. This portion of the Teacher Guide contains three primary source analysis strategies that can be used as a classroom activity.

For questions on how to better utilize this resource in your classroom please contact our education department at education@georgiahistory.com.

Library of Congress - [Primary Source Analysis Tool](#)

Use this simple tool to examine and analyze any kind of primary source and record student responses.

Project Zero - [What Makes You Say That?](#)

Use this thinking routine that asks students to describe something, such as an object or concept, and then support their interpretation with evidence by simply asking, "What's going on?" and "What do you see that makes you say that?"

Emerging America - [Quadrant Analysis](#)

Use this method to observe a primary source one quarter at a time. This short, hands-on exercise gives students a chance to focus on particular details of the primary source to develop questions to answer.

PRIMARY SOURCE ANALYSIS TOOL

NAME:



OBSERVE

Handwriting practice area for the OBSERVE stage, featuring a solid top line, a dashed middle line, and a solid bottom line.

REFLECT

Handwriting practice area for the REFLECT stage, featuring a solid top line, a dashed middle line, and a solid bottom line.

QUESTION

Handwriting practice area for the QUESTION stage, featuring a solid top line, a dashed middle line, and a solid bottom line.

FURTHER INVESTIGATION:

A large, solid light blue rectangular area for further investigation or additional notes.

ADDITIONAL NOTES:

A large, solid light blue rectangular area for additional notes.

What Makes You Say That?

Interpretation with Justification Routine.

1. What's going on?
2. What do you see that makes you say that?

Purpose: *What kind of thinking does this routine encourage?*

This routine helps students describe what they see or know and asks them to build explanations. It promotes evidential reasoning (evidence-based reasoning) and because it invites students to share their interpretations, it encourages students to understand alternatives and multiple perspectives.

Application: *When and where can I use it?*

This is a thinking routine that asks students to describe something, such as an object or concept, and then support their interpretation with evidence. Because the basic questions in this routine are flexible, it is useful when looking at objects such as works of art or historical artifacts, but it can also be used to explore a poem, make scientific observations and hypotheses, or investigate more conceptual ideas (i.e., democracy). The routine can be adapted for use with almost any subject and may also be useful for gathering information on students' general concepts when introducing a new topic.

Launch: *What are some tips for starting and using this routine?*

In most cases, the routine takes the shape of a whole class or group conversation around an object or topic, but it can also be used in small groups or by individuals. When first introducing the routine, the teacher may scaffold students by continually asking follow-up questions after a student gives an interpretation. Over time students may begin to automatically support their interpretations with evidence without even being asked, and eventually students will begin to internalize the routine.

The two core questions for this routine can be varied in a number of ways depending on the context: What do you know? What do you see or know that makes you say that? Sometimes you may want to precede students' interpretation by using a question of description: What do you see? or What do you know?

When using this routine in a group conversation, it may be necessary to think of alternative forms of documentation that do not interfere with the flow of the discussion. One option is to record class discussions using video or audio. Listening and noting students' use of language of thinking can help you see their development. Students' words and language can serve as a form of documentation that helps create a rubric for what makes a good interpretation or for what constitutes good reasoning.

Another option is to make a chart or keep an ongoing list of explanations posted in the classroom. As interpretations develop, note changes and have further discussion about these new explanations. These lists can also invite further inquiry and searches for evidence. Other options for both group and individual work include students documenting their own interpretations through sketches, drawings, models and writing, all of which can be displayed and revisited in the classroom.

This routine is adapted from Visual Thinking Strategies (VTS), developed by Philip Yenowine and Abigail Housen. See: Yenawine, P. (2013). Visual thinking strategies. Cambridge, MA: Harvard University Press.

Share your experience with this thinking routine on social media using the hashtags [#PZThinkingRoutines](#) and [#WhatMakesYouSayThat](#).

Quadrant Analysis

Introduce this exercise by showing an image for the first time without a caption or identifying information,

First, cover the image with only one-quarter of it exposed and then have learners look at the exposed quadrant. Learners may write down their findings, discuss what they see before moving on, or just examine the quadrant. Repeat this three times.

Example on the next page.

Then remove the cover and look at the full image.

Once the exercise is complete, students can share with a partner and perhaps complete other tasks, depending on the teaching goals.

Some questions to consider:

What are the three most important details you and your partner noticed?
What was unique in each quarter? How did the divided image differ from the whole?
If you were to give this image a title, what would it be?
Write a thought bubble for a person in this image. What are they thinking?

In a whole class discussion, partners can share observations. A powerful engagement strategy is for teams to post titles or thought bubbles on the board for all to see. The teacher will decide the right point to share the full citation and any other contextual information for the image.

Discussion can turn to the historical particulars of the image, including

Who is the audience for this image?
Who made it, and why?
What other questions do you have about this image?
What would you need to know to understand more about it?

Emerging
America

Recommended Primary Source and Analysis Pairings

A new and correct map of the United States of North America

Use the **Primary Source Analysis Tool** to analyze the map. Discuss the size of the states around the time of the Constitutional Convention and how this affected the proceedings.

[LOC Primary Source Analysis Tool - Maps](#)

Constitution and Laws of the Cherokee Nation

Use the **What Makes You Say That** method while discussing the Cherokee Constitution. Some focal points for having your learners discuss are the usage of the Cherokee syllabary and the Cherokee Seal. For eighth grade, conversations can revolve around the Cherokee Nation and second grade can focus on the Cherokee syllabary and its creator Sequoyah.

Pardon from President Andrew Johnson to Hugh L. Derrard

Use the **Primary Source Analysis Tool** to analyze the document. Discuss the effects that happened after the pardoning of former confederates.

[LOC Primary Source Analysis Tool - Primary Sources](#)

The Sky is Now Her Limit

Use the **Quadrant Analysis** method to split this detailed graphic into four parts. Have your students look and write down what they see in each section, then when they remove the covers have them ask questions based on what they saw during the exercise. Review the **Quadrant Analysis** portion for potential questions to consider.

Recommended Primary Source and Analysis Pairings

Here it comes Rural Electrification Administration

Use the **Primary Source Analysis Tool** to analyze the poster. Discuss the Rural Electrification Act as well as other features of the New Deal. More posters from the New Deal can be found on the Library of Congress website, [WPA Poster Collection](#).

[LOC Primary Source Analysis Tool - Photographs and Prints](#)

Police Officers Approach Selma Protestors

Use the **Quadrant Analysis** method to split this detailed image into four parts. Have your students look and write down what they see in each section, then when they remove the covers have them ask questions based on what they saw during the exercise. Review the **Quadrant Analysis** portion for potential questions to consider.

Dixie Whistles a Different Tune Governor Jimmy Carter

Use the **Primary Source Analysis Tool** to analyze the document. Discuss what would have made President Jimmy Carter different from previous governors in Georgia.

[LOC Primary Source Analysis Tool - Primary Sources](#)

This is not a comprehensive list of all primary source and analysis pairings. Some primary sources lend themselves to multiple topics and strategies. The Georgia Historical Society believes teachers know what works best for their learners.

Please adjust these strategies as you see fit.

If you find any of these sources useful or make adjustments that you felt were successful in your classroom please let our education department know at

education@georgiahistory.com.

