

# MADE IN GEORGIA

## Source Set

### Purpose

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This set of primary and secondary sources developed by the Georgia Historical Society is meant to support development of critical thinking skills by analyzing photographs, political cartoons, and documents from and about the Reconstruction Era and the Gilded Age. To learn more about the history of the era check out the *Made in Georgia* digital classroom resource as a compliment to this source set.

### Georgia Standards of Excellence

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This source set is aligned to the Georgia Standards of Excellence (GSE) for teaching various economic and history standards for elementary, middle, and high school.

### Strategies

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This source set includes simple yet effective hands-on source analysis strategies for classroom teaching.

### How to Use this Primary Source Set

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Each set of two sources represents various industries, people, and events of Reconstruction and the Gilded Age in Georgia. Use the suggested strategies and discussion questions to analyze sources highlighting the theme, *Made in Georgia*, through agriculture, textile, mining, and transportation industries.

# Georgia Standards of Excellence

# Interpreting *Made in Georgia* with the Georgia Standards of Excellence

In keeping with the *Georgia History Festival (GHF)* theme, “The Promise of a More Perfect Union: Reconstruction and the Gilded Age,” this year’s Georgia Day Statewide Art Contest and Georgia Day Parade Banner Competition are meant to challenge students to explore the topic “Made in Georgia.”

Through creativity students are challenged to illustrate how perseverance and progress during a time of great change in Georgia helped generate products, industries, and entrepreneurs during Reconstruction and the late 19th century and how they continue to impact us today.

| Grade Level | "Made in Georgia" Theme Idea / Standard   | Industry / Focus   |
|-------------|---|--|
| 2nd         | Compare and contrast the agricultural products that groups like the Creek or Cherokee grew versus products Georgia’s farmers grow today. Consider the similarities and differences and why some have changed, and some remain the same. (SS2H2)   | Agriculture; Natural Resources; Geography                                  |
| 2nd         | Describe how the Creek or the Cherokee adapted to and were influenced by their environment by exploring how they grow crops such as corn, beans, and squash. (SS2G2)  | Agriculture; Natural Resources; Environment                                |
| 3rd         | Explain how goods and services are produced locally and elsewhere based on available natural resources. For example, explore how North Georgia was once a limestone seabed leading to the formation of the region’s marble industry and how that marble has been used in places across the nation. (SS3E3)  | Marble; Agriculture; Natural Resources; Geography; Economics               |
| 3rd         | Productive resources are used to produce goods and services and generally classified into four categories: natural, human, capital, and entrepreneurship. Identify one or more productive resources from the Reconstruction era or Gilded age. For example, explore how African-American entrepreneurs displayed new technologies at the 1895 Cotton States and International Exposition. (SS3E1) | Entrepreneurship; Industry; Technology; Education                          |
| 4th         | Learn about political policies that aided freed men and women after the Civil War such as Special Field Orders No. 15 or the Freedmen’s Bureau Act of 1865. Consider how these policies influenced new economic opportunities for Georgians. (SS4H6)  | Reconstruction; Government; Economics; Agriculture; Manufacturing; Textile |
| 4th         | Explore technological developments of the Reconstruction era and the Gilded Age. For example, consider the impact of the steam locomotive and how it helped move people and goods from place-to-place supporting various industries such as agriculture and tourism in Georgia. (SS4E1)   | Transportation; Technology; Agriculture; Tourism; Trade                    |

| Grade Level | "Made in Georgia" Theme Idea / Standard  | Industry / Focus  |
|-------------|--|---|
| 5th         | Discuss the formation of the city of Atlanta due to its location at the pivotal transition point between railroad lines. Consider how Atlanta's formation was influenced by the formation of railroads including how its first name was "Terminus" leading to the cities' economic significance during the New South era and beyond. (SS5G2)           | Transportation; Geography; Technology; Economics; Trade                                       |
| 5th         | Explore how the 1895 Cotton States and International Exposition provided opportunities for entrepreneurs to showcase their goods or services. Consider the significance of the Negro Building at the Expo and how the rise of Historically Black Colleges and Universities supported the growth of Black entrepreneurs. (SS5E3)                        | Industry; Technology; Education; Entrepreneurship   |
| 8th         | Explore the goods and services produced during the Reconstruction era. For example, consider the impact of new products such as chemical fertilizer and how it helped Georgia become a pioneer in agriculture. (SS8H6)   | Agriculture; Technology; Jobs; Manufacturing  |
| 8th         | Consider the roles of key individuals in the advancement of African Americans in the New South Era. For example, consider how Booker T. Washington, W.E.B. DuBois, or Alonzo Herndon contributed to economic and political changes for Black Georgians during the era. (SSH87)   | New South Era; Entrepreneurship; Technology; Industry; Civics                                 |
| Other       | Georgia's industries are influenced by the availability of natural resources such as rivers serving as a power source, rich soil for planting crops, or important transportation connections such as ports along Georgia's coastline. Can you identify an industry, product, or entrepreneur significant to where you live and explain its importance? | Industry; Geography; Natural Resources; Jobs; Entrepreneurship; Trade; Manufacturing; Tourism |

## Suggested Discussion Questions

- What are Georgia's natural resources?
- How can Georgia's natural resources influence the state's economy?
- How can Georgia's natural resources influence the lives of people who live in the state?
- How do jobs affect how and where people live?
- What individuals or groups of people helped create Georgia's major industries during this time?
- What individuals or groups of people provided the labor-force for Georgia's industries during this time?
- What new technologies influenced industrial growth during this time period?
- What goods or services are "Made in Georgia" and what do they tell you about our state and its history?
- What major economic, political, and social changes occurred during Reconstruction and the Gilded Age?

# Strategies

## Library of Congress - Primary Source Analysis Tool

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

<https://www.loc.gov/programs/teachers/getting-started-with-primary-sources/guides/>

## Project Zero - What Makes You Say That?

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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?".

<http://www.pz.harvard.edu/resources/what-makes-you-say-that>

## Emerging America - Quadrant Analysis

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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.

<https://www.emergingamerica.org/teaching-resources/visual-primary-source-analysis-tool-quadrant-analysis>

# PRIMARY SOURCE ANALYSIS TOOL

NAME:



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REFLECT

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QUESTION

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FURTHER INVESTIGATION:

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ADDITIONAL NOTES:

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# 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](#).

# Visual Primary Source Analysis Tool: Quadrant Analysis

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

For 60 seconds, ask students to write nothing, just look at the image.

Then cover the image with only one quarter of the image exposed and have students examine for 60 seconds. Repeat three more times.

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

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?



# Visual Primary Source Analysis Tool

## Quadrant Analysis Example

Step One:



Step two:



Step Three:



Step Four:



# Source Set

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## RECONSTRUCTION ERA



*History of Emancipation: Special Field Order No. 15. 2011.*

From the Georgia Historical Marker Program.

[https://georgiahistory.com/ghmi\\_marker\\_updated/history-of-emancipation-special-field-orders-no-15/](https://georgiahistory.com/ghmi_marker_updated/history-of-emancipation-special-field-orders-no-15/)

THE GILDED AGE



*Graduating Class, circa 1900, 1895/1905.*

From the Robert W. Woodruff Library:

<http://hdl.handle.net/20.500.12322/auc.001:0934>.

AGRICULTURE

# HARPER'S WEEKLY.

JOURNAL OF CIVILIZATION.

Vol. XXVI.—No. 1998.  
Copyright, 1882, by HARPER & BROTHERS.

NEW YORK, SATURDAY, JANUARY 14, 1882.

TEN CENTS A COPY.  
\$4.00 PER YEAR, IN ADVANCE.



THE QUEEN OF INDUSTRY, OR, THE NEW SOUTH.

Nast, Thomas. *The Queen of Industry, or the New South*, 1882.

From the Library of Congress: <https://www.loc.gov/item/2013648370/>.

AGRICULTURE



Loading from Wagons into Cars, at Griffin, Ga., on the line of the Central of Georgia Railway.

*The Great Fruit Sections of the South, 1898.*

From the Library of Congress: <https://www.loc.gov/item/02003777/>.



EDUCATION AND ENTREPRENEURSHIP



*Black school, Liberty County. 1883.*

From the Georgia Historical Society: GHS 1375-PH-80.

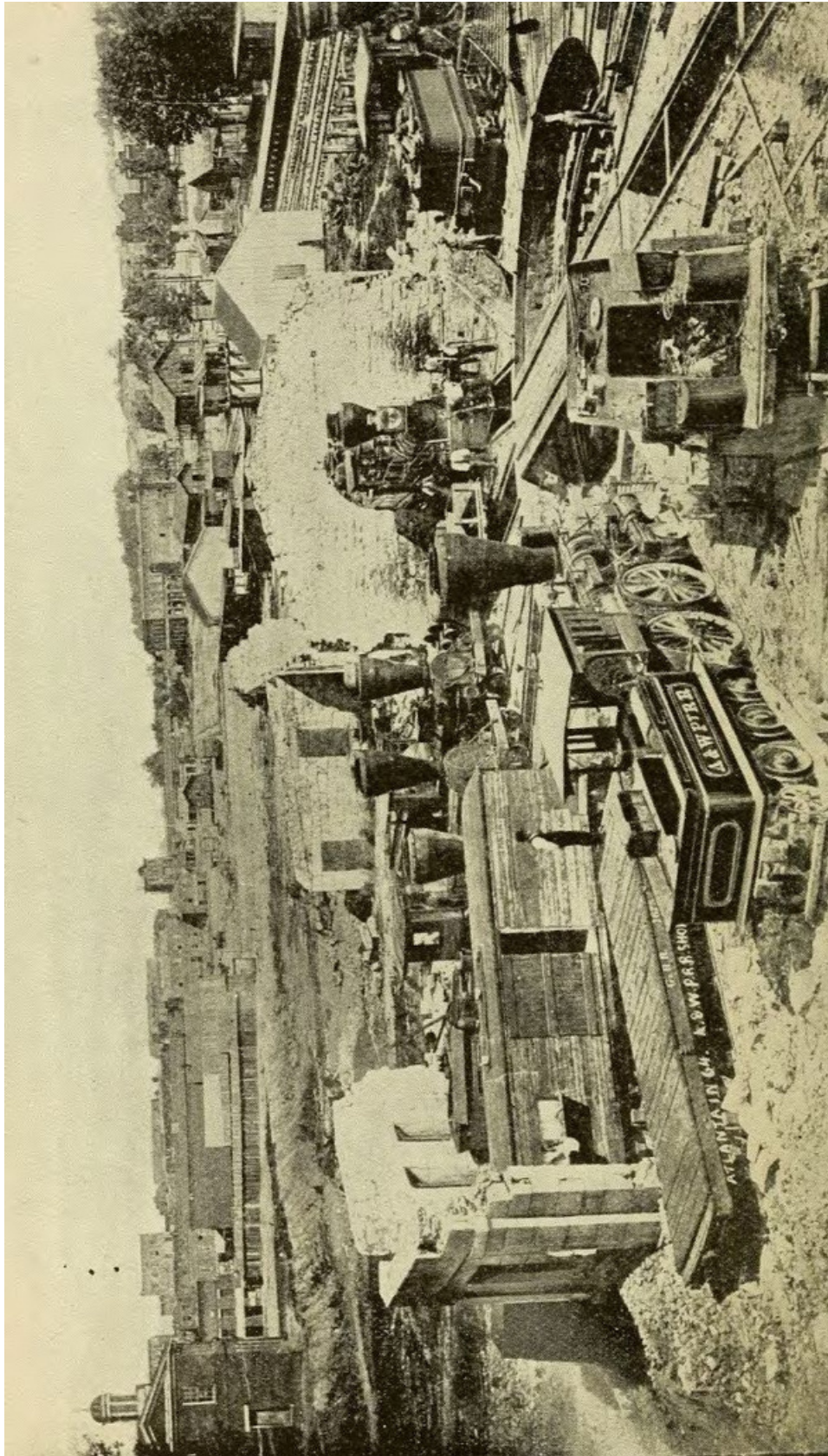


TRANSPORTATION



*Tallulah Fall - Georgia Postcard. 1900s.*  
From the Georgia Historical Society Postcard Collection.

## TRANSPORTATION



*Atlanta's Terminus in 1865, 1865.*

From Digital Library of Georgia's Historic Atlanta Guidebook Collection:  
ATLGuidebook1907\_004.

MINING



*Marble Effigies at the Etowah Museum, 2022.*

From the Etowah Archaeological Museum.

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**The Georgia Block of Marble.**—A correspondent of the Journal & Messenger, writes from Madison, that the Georgia Block of Marble for the Washington Monument has just been completed at that place, by Mr. Cyrus Moorehouse, and that on examination of the stone by several gentlemen, they discovered, underneath the beautiful pillars and arch, the following *disunion* inscription:—“*The Union as it was—The Constitution as it is.*” On inquiry it was found that Gov. Towns had ordered Mr. Tait, the Contractor, to put said inscription upon the block! Was there ever a greater outrage perpetrated by a public servant upon the sovereign people of Georgia! We have no words to express our profound astonishment at the atrocity of the act.—What! A block of marble, in honor of the Father of his country, to be made the medium of insult to a large portion of the people of Georgia! Patriotism and honor forbid! Let no such block ever be allowed to reach Washington, unless in a pulverized condition.

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*The Georgia Block of Marble in The Georgia Citizen Georgia, September 27, 1850.*

From the Digital Library of Georgia:

<https://gahistoricnewspapers.galileo.usg.edu/lccn/sn83026608/1850-09-27/ed-1/seq-1/>.

TEXTILES

TRADE-MARK.  
Dry Goods.

*Dry Goods.*

*36*  
*24457*

TRADE-MARK.

19

THE NATIONAL MANUFACTURING COMPANY.  
COTTON AND WOOLEN FABRICS AND YARNS.

No. 14,761.

Registered Sept. 13, 1887.

*The National Manufacturing Company,  
Trade mark for Cotton and Woollen Fabrics and Yarns. 14761*



*R. H. H. H. H.*  
*H. H. H. H. H.*  
Witnesses.

*A. Sahlgren Dicto Press*  
*The National Mfg Co.*  
Applicant.

*July 8, 1887*  
*Aug. 20, 1887*

*Mch. 10 - 1887*

**Trademark registration by The National Manufacturing Company for New South Plaids, September 13, 1887. From the Library of Congress:**

**<https://www.loc.gov/item/2020708713/>**

## TEXTILES



*Some boys were so small they had to climb up on the spinning frame to mend the broken threads and put back the empty bobbins, 1909.*

From the Library of Congress: <https://www.loc.gov/item/2018674998/>.