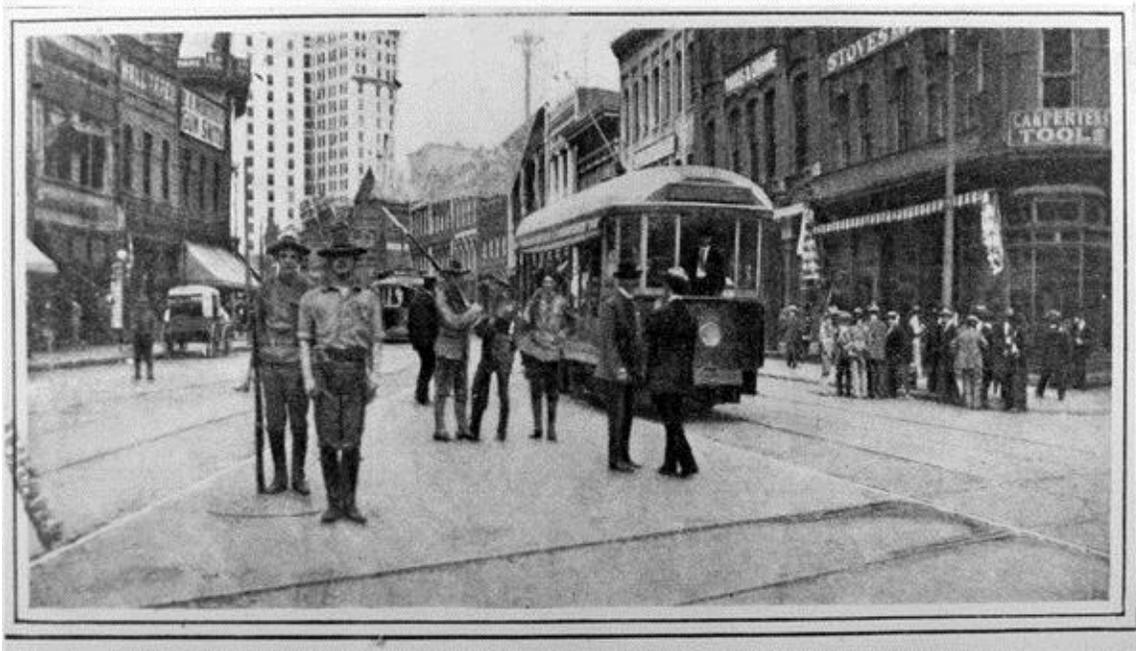


Handout 1: Primary Source Images

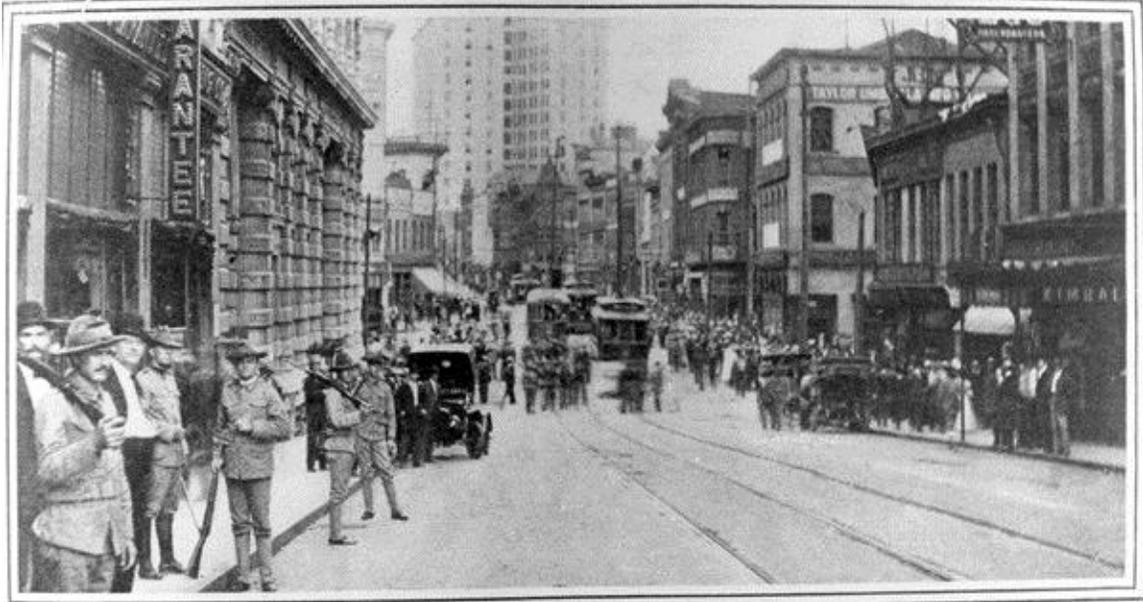


Directions: After looking at your photo (or illustration) for at least a minute, fill in the information below—five things that you notice about the photo, what you think might be happening/why the photo (illustration) was made.

- I notice _____

What do you think is going on in this photo (illustration)? Why do you think the photo (illustration) was made? _____

What would you name this photo (or illustration)? _____



Directions: After looking at your photo (or illustration) for at least a minute, fill in the information below—five things that you notice about the photo, what you think might be happening/why the photo (illustration) was made.

- I notice _____

What do you think is going on in this photo (illustration)? Why do you think the photo (illustration) was made? _____

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Directions: After looking at your photo (or illustration) for at least a minute, fill in the information below—five things that you notice about the photo, what you think might be happening/why the photo (illustration) was made.

- I notice _____

What do you think is going on in this photo (illustration)? Why do you think the photo (illustration) was made? _____

What would you name this photo (or illustration)? _____

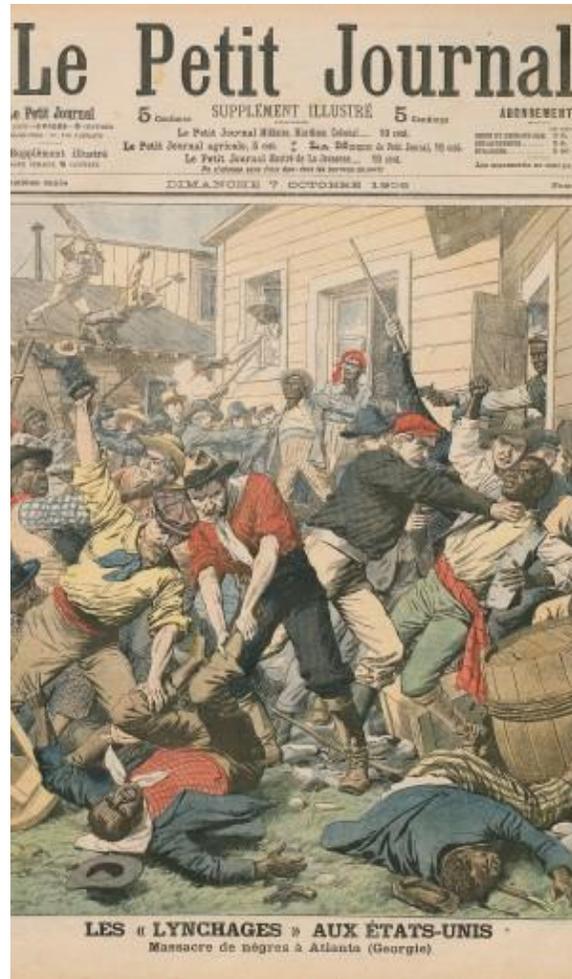


Directions: After looking at your photo (or illustration) for at least a minute, fill in the information below—five things that you notice about the photo, what you think might be happening/why the photo (illustration) was made.

- I notice _____

What do you think is going on in this photo (illustration)? Why do you think the photo (illustration) was made? _____

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Directions: After looking at your photo (or illustration) for at least a minute, fill in the information below—five things that you notice about the photo, what you think might be happening/why the photo (illustration) was made.

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Directions: After looking at your photo (or illustration) for at least a minute, fill in the information below—five things that you notice about the photo, what you think might be happening/why the photo (illustration) was made.

- I notice _____

What do you think is going on in this photo (illustration)? Why do you think the photo (illustration) was made? _____

What would you name this photo (or illustration)? _____

Handout 2: Atlanta Race Riot article (Note: Some words have been omitted or changed to make the article more appropriate for a middle school audience. For the original document, see <http://www.blackpast.org/aah/atlanta-race-riot-1906>.)

Bartlett, Sarah. "Atlanta Race Riot of 1906 | The Black Past: Remembered and Reclaimed." Atlanta Race Riot of 1906 | The Black Past: Remembered and Reclaimed. University of Washington, Seattle, n.d. Web. 23 July 2015. <http://www.blackpast.org/aah/atlanta-race-riot-1906>.

Directions: Read the following article. Highlight or underline the main idea in each paragraph. Then, using the graphic organizer identify the causes and effects of the riot.

1906 Atlanta Race Riot

The Atlanta Race Riot or Atlanta Riot of 1906 was the first race riot to take place in the capital city of Georgia. The riot lasted from September 22 to September 24 and was the culmination of a number of factors, including lingering tensions from Reconstruction, job competition, black voting rights, and increasing desire of African Americans to secure their civil rights.

By 1900 the population of Atlanta had more than doubled to 89,872 from its 1880 level. The black population nearly quadrupled during that period. Job competition became intense and white politicians responded by implementing and expanding Jim Crow laws. The laws maintained separate black and white neighborhoods, segregated public transportation, and segregated schools. Despite these hurdles, a small number of black families achieved a significant measure of success. Black men voted during Reconstruction and continued to do so after their counterparts were pushed off the rolls throughout the rest of the South. Consequently there was considerable African American political activism in the city. The growing black middle class made many white citizens uncomfortable but they were also wary of rising crime rates and the perceived threat of black men against white women.

The 1906 gubernatorial campaign (political campaign for governor) added fuel to the racial fire, as both Democratic candidates, Hoke Smith and Clark Howell, advocated disenfranchisement of all black voters in their respective newspapers. On September 22, after four alleged attacks on white women by black men were reported in the local white press, a mob of approximately 10,000 white men formed downtown. The mob surged through black Atlanta neighborhoods destroying businesses and assaulting hundreds of black men. The violence became so dangerous that the state militia was called in to take control of the city. Still, some white groups persisted in attacking black neighborhoods, and black men organized to defend their homes and families.

Prior to the 1906 riot, Atlanta was viewed as one of the few Southern American cities where blacks and whites could live in harmony. In an effort to end the violence, some white leaders reached out to the black elite, but in the aftermath of the violence the city became increasingly socially and racially stratified (separated into groups). Though not known for sure, the estimated number of blacks killed was between 25 and 40 while two white Americans were killed. Hundreds more people were injured or saw businesses and homes destroyed. Black residential neighborhoods became increasingly racially isolated following the riot, and many African Americans turned away from the previously popular accommodationist philosophies of Booker T. Washington in favor of more aggressive approaches to civil rights.

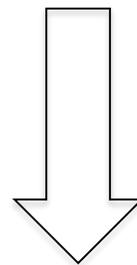
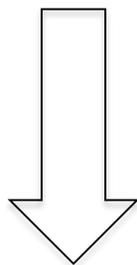
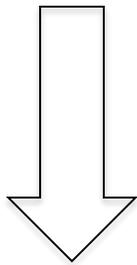
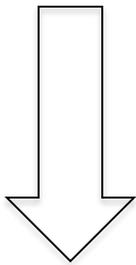
Handout 3: Graphic organizer to accompany article

Directions: Answer the following questions. Then, complete the graphic organizer identifying the causes and effects of the riot.

1. When did the riot occur?
2. In paragraph two, it says, "By 1900 the population of Atlanta had more than doubled to 89,872 from its 1880 level. The black population nearly quadrupled during that period." What does this mean? Based on the historical context, why might this worry white citizens?

CAUSES:

1. _____ 2. _____ 3. _____ 4. _____



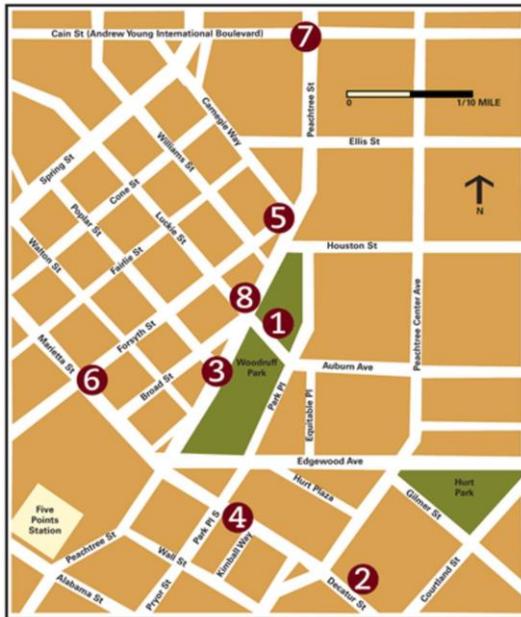
EFFECTS:

1. _____ 2. _____ 3. _____

Handout 4: Modern photos and specific sites

Walking tour of the 1906 Atlanta Race Riot

Sugg, John F. "Walking Tour of the 1906 Atlanta Race Riot." *Creative Loafing Atlanta*. N.p., n.d. Web. 23 July 2015. <http://clatl.com/gyrobase/Content?oid=oid%3A125221>.



1 Five Points (what is now Woodruff Park). Fueled by breathless newspaper reports of black men assaulting white women, racial tensions reached a peak the weekend of Sept. 21. That Friday, *theAtlanta News* declared, "It is time to act, men; will you do your duty now?" On Saturday morning, Sept. 22, at Marietta Street near Five Points, the Ku Klux Klan posted a skull-and-bones-decorated red sign -- lore has it written in pig's blood -- announcing: "The call. KKK action. Sunday. Come prepared. Death to informers." By late Saturday afternoon, a crowd of angry whites was already gathered at Five Points.



2 Decatur Street. This street is now part of downtown's proud business heart, lined with stores and eateries. A hundred years ago, it was also a business hub -- but hardly an object of pride. The street was lined with bars and gambling establishments that catered to blacks. It's where the first violence of the race riot took place -- on Saturday, a mob of white teens began to beat blacks. Mayor James Woodward ordered the Fire Department to turn its hoses on the rioters. Instead, Fire Chief Walthall Joyner (who was also mayor-elect) turned the hoses on the blacks who dared to defend their neighborhood.



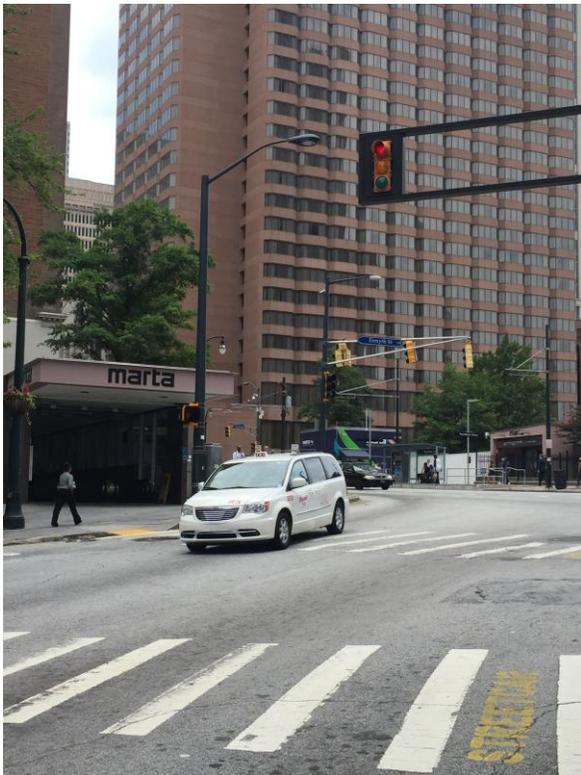
3 Herndon Barbershop, 66 Peachtree St. The barbershop was owned by one of the wealthiest blacks in Atlanta, Alonzo Herndon. As a symbol of black uppity-ness, the stylish business was an early target that day. Having heard rumors of impending violence, Herndon closed his shop early on Sept. 22. Good thing. Later that day, a white mob smashed windows, broke in and demolished the interior. Some reports state that a bootblack (shoeshine man) who worked at the shop was chased and beaten to death by the mob. Other reports said the mob, angered that no victims could be found, attacked another barbershop across the street, killing the employees.



4 Kimball House Hotel, on Decatur Street between Pryor Street and Kimball Way, where a Georgia State parking deck is now located. A mob that eventually numbered 10,000 people gathered at the hotel Saturday night, where a man -- waving a newspaper account of an assault on a white woman -- stood up on a box and shouted that the "time to strike back is now." A black-owned barbershop in the hotel's lobby was attacked and one man inside the shop was murdered.



5 Forsyth Street Bridge, near what is now the MARTA hub. On the evening of Sept. 23, three black men were pulled off of a streetcar, tossed from the bridge onto railway tracks 10 feet below, shot and killed. Later, a barber was chased to the bridge, where he was slashed, killed and thrown onto the tracks. Other blacks jumped from the bridge to escape the lynch mob.



6 Marietta and Forsyth Streets. Three murdered blacks were dumped by the mob at the foot of the Henry Grady statue on Saturday, a bloody expression of white hatred toward the idea of a "New South" that Grady championed.



7 Peachtree Street and Cain Street. Atlanta was a much smaller city a century ago, and the governor's mansion was located where the Westin Hotel is today. Gov. Joseph Terrell would later claim he was unaware of the riot -- his excuse for not calling up the militia until the early hours of Sunday, Sept. 24 to stop the rioting.



8 Piedmont Hotel. The hotel was owned by Hoke Smith, whose *Atlanta Journal* fueled the riot with unsubstantiated sensationalist claims of blacks attacking white women. Smith was running for governor on a platform of disenfranchising blacks. Mobs gathered and joined forces near the hotel Saturday, marching off to find blacks to murder. That evening, Mayor Woodward used the hotel to make a speech blasting the Atlanta newspapers for contributing to the riot. He also fretted that the riot would attract unfavorable attention, and it did in the world media, notably front-page, illustrated stories in such publications as France's *Le Petit Journal*, as well as other lurid accounts in newspapers across America and Europe.



Handout 6: Student assessment

Focusing question: How can we remember historical events that haven't been preserved?

Student task: If you walk through these areas of downtown Atlanta you won't see any markers or monuments to commemorate the tragedy that happened over 100 years ago. Your job is to create a memorial of some kind to commemorate the event.

Your memorial could be a sign with a description of the event, a monument, or anything else you can think of. You must work in your groups and **follow the rubric below**. If you choose to design something visual like a monument or mural, you **must include a written explanation** describing how the monument or mural commemorates the event. If you choose to create a sign marker or markers, you **must write the inscription** that would be displayed. You **must indicate where** the marker, monument, mural, etc. would go and **why**.

Rubric: _____/100

Domains	4	3	2	1
Content	Image, location, and written explanation EACH fully answer the focusing question	Image, location, and written explanation EACH answer the focusing question but lack some detail	Image, location, and written explanation somewhat address the focusing question but lack significant detail	Image, location, and written explanation do not address the focusing question
Grammar and spelling	0-3 grammatical and spelling errors	4-7 grammatical and spelling errors	8-12 grammatical and spelling errors	13+ grammatical and spelling errors
Presentation	Image and written explanation are in final draft format (use of color and detail, written portion is typed or VERY neatly written in PEN—nothing should be scratched out; do not use notebook paper!	Image and written explanation are in final draft format but image includes one error such as: lack of color and detail, and written portion includes one error such as: scratch marks, handwriting is not neat, written on notebook paper, written in pencil	Image and written explanation are in rough draft format; image is lacking in detail and written portion includes several errors such as scratch marks, handwriting is not neat, written on notebook paper, written in pencil	Image and written explanation are in rough draft format—very little detail, very sloppy, numerous errors

Works Cited:

Bartlett, Sarah. "Atlanta Race Riot of 1906 | The Black Past: Remembered and Reclaimed."

Atlanta Race Riot of 1906 | The Black Past: Remembered and Reclaimed. University of Washington, Seattle, n.d. Web. 23 July 2015. <http://www.blackpast.org/aah/atlanta-race-riot-1906>.

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Unknown. "Race Riot of 1906." *Race Riot of 1906*. N.p., n.d. Web. 21 July 2015.

<http://sweetauburn.us/rings/raceriot.htm>