Lesson Title: The Power of the Ballot – *Inspired by the acclaimed podcast, Buried Truths*

Note: Due to the sensitive nature of the content, teachers should preview all video, audio, images, and text sources to determine the suitability for use with your students.

**EQ: Who has the power?**

Why is it important to use different types of sources to explore a historical topic?

Why was it so important that African Americans/Blacks exercise their voting rights during the 1900s?

Why did many southern whites want to limit the voting rights of African Americans/Blacks during the 1900s?

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### Connecting Themes/Enduring Understandings

- **Beliefs and Ideals:** The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.
- **Distribution of Power:** The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.
- **Rule of Law:** The student will understand that in a democracy, rule of law influences the behavior of citizens, establishes procedures for making policies, and limits the power of government.

### GSE for Social Studies

- **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.

- **SS8H7** Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era
  
  b. Analyze how rights were denied to African Americans/Blacks through Jim Crow laws, Plessy v. Ferguson, disenfranchisement, and racial violence, including the 1906 Atlanta Riot.

### Connection to Literacy Standards for Social Studies and Social Studies Matrices

- **Key Ideas and Details**
  
  L6-8RHS1: Cite specific textual evidence to support analysis of primary and secondary sources.
  
  L6-8RHS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
  
  L6-8RHS3: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

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<table>
<thead>
<tr>
<th>Lesson 1: The Story of Isaiah Nixon</th>
<th>Lesson 2: Dying to Vote</th>
<th>Lesson 3: Keeping the Power</th>
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<td>Why is voting important?</td>
<td>How did the southern white population effectively disenfranchise the African Americans/Black population?</td>
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<td>What impact did racial violence have on the African American/Black population?</td>
<td>What was the reasoning for maintaining white supremacy in the South?</td>
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<td></td>
<td>How did voting laws disenfranchise the African American/Black voter?</td>
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### Instructional Activity

**Students will be introduced to the podcast “Buried Truths.”** The teacher will inform the student about the foundational structure of podcasting so that they may better understand what will be expected of them. The teacher will then break the class into 6 groups; one group per episode. Students will listen to their assigned episode and complete the worksheet on their own. Once their episode is complete, students will then come together as a group, discuss their findings, then come up with their own synopsis as an end performance task to be presented back to WABE.

### Featured Sources

- **Buried Truths** podcast at [https://www.wabe.org/shows/buried-truths/](https://www.wabe.org/shows/buried-truths/)
- Use the provided worksheet and selected sources from Appendix B titled *Buried Truths: Dying to Vote*. Also use the Buried Truths episode titled Chapter 1: Pistols- [https://www.wabe.org/shows/buried-truths/](https://www.wabe.org/shows/buried-truths/)
- Use the provided worksheet and selected sources from Appendix C titled *Buried Truths: Keeping the Power*. Also use the Buried Truths episode The Three Governors Controversy- [https://www.wabe.org/shows/buried-truths/](https://www.wabe.org/shows/buried-truths/)

### Performance Task

Have students create: a webpage, a movie trailer, or documentary proposal to present to WABE to support the *Buried Truths* podcast.

### Taking Informed Action

**Before the Civil Rights Act of 1964,** southern white supremacists wanted to maintain social and political order. They used many tactics to preserve this control such as the Grandfather Clause, Poll Tax, Literacy Laws, and racial violence. In today’s political realm, the Electoral College is used to decide who will be our next president. Many presidential candidates have received the majority of votes cast yet have lost the election due to the other candidate winning the Electoral College. Using the videos and links provided, have students answer this question:

*Is the Electoral College a tool to prevent certain people from having political power or is a tool used to protect the nation from a candidate who wins the popular vote, but might not be right to lead this nation?*

[https://www.youtube.com/watch?v=W9H3gynN468](https://www.youtube.com/watch?v=W9H3gynN468)
[https://www.youtube.com/watch?v=V6s7J6-GoU&t=66s](https://www.youtube.com/watch?v=V6s7J6-GoU&t=66s)
[https://www.youtube.com/watch?v=oyIFqf3XH24](https://www.youtube.com/watch?v=oyIFqf3XH24)
Buried Truths: The Story of Isaiah Nixon

INTRODUCTION:
Educational podcasts are easy to use, can provide unique and in-depth content, and give students a chance to learn material from voices other than your own.

Podcasts are much like radio segments that are downloadable from the internet. They often come in a series that can be subscribed to and downloaded into audio media software.

*NOTE: This activity requires students to have a computer/tablet, internet access, and headphones. It could be completed in a computer lab, in a classroom with a laptop cart, or as an at-home assignment. You may wish to have students bring their own headphones to school on the day of the lesson.*

MATERIALS:
- Podcast Response Worksheet
- Podcast Synopsis Worksheet
- Computer with projector

OPENER:
Project the collage image provided on the screen. Ask students:

- If you were able to listen to people displayed here, what might you want to know based upon the other images provided?
- If you were able to interview the people displayed here, what is a question you might ask about the timeframe they lived in?

TEACHER DIRECTED:

Essential Question: Who has the power?
Supporting Question: Why is it important to use different types of sources to explore a historical topic?

- Display the Buried Truths podcast page on the screen (https://www.wabe.org/shows/buried-truths/). Demonstrate how to use the podcast section.
- Break the class into six groups and assign each group a number from 1-6. This number will correspond to the episode to which they are assigned.
- Prepare/load the episode “Introducing Buried Truths” to use as a demonstration. Discuss with the students the following questions:
  - How many of you listen to a news program on the radio?
  - How is it different than watching one on television?
  - What is a podcast?
  - Have you ever listened to one?
• Play all or a portion of the Introduction episode. Ask students to listen for key points to share with the class afterward.
• Conduct a Think-Pair-Share with students by allowing a few minutes for private reflection and a few minutes to share with partners. Then ask several students to share their key points with the class.

**STUDENT ACTIVITY:**

• Distribute a copy of the Podcast Response Worksheet to each student. Have students listen to their assigned episode and respond to the questions on the worksheet independently.
• Once they have had time to listen to the episode and complete their worksheet on their own, they should then be given time to come together as a group for discussion time.

**CLOSER:**

• After group discussion, the group will complete together the worksheet “Podcast Synopsis.” You may wish to display a movie trailer or the synopsis of a book as an example for students.
  ☐ A picture (rated PG) that illustrates the concepts/events in the podcast should accompany the synopsis.
Images taken from...
1. https://coldcases.emory.edu/isaiah-nixon/
6. https://naacpnc.org/
Name: _____________________________________________________________

Title of Podcast Episode: _____________________________________________

Date of Episode Posting: _____________________________________________

PLEASE ANSWER QUESTIONS, UNLESS OTHERWISE INDICATED, IN COMPLETE SENTENCES.

What was the topic (main idea) of the episode?

Provide evidence from the episode to support your answer.

What was ONE main point of interest to you in the episode and why?
Who were the main players in this episode (name and how are they important to the story)? This does not have to be in complete sentences.

What were the main events (in order - not in complete sentences) in this episode?
Imagine that WABE has decided to create a new webpage for teachers and students featuring the *Buried Truths* podcasts. They need a new, longer synopsis for each of these podcast episodes.

A synopsis is like a movie trailer: it provides enough information to make a potential listener interested in the podcast, but does not give away “all the good stuff.”

**DIRECTIONS:**
Using the information you have discussed as a group, write a brief synopsis about the episode you were assigned.

1. Focus your synopsis on a couple of key points from the podcast.
2. Be sure to include the site address of the podcast at the end of your synopsis so a potential listener will know where to find it.
3. Include a GROUP CREATED picture that would be published with your synopsis. One neat website to use could be [https://www.photocollage.com/](https://www.photocollage.com/).
Sample Instructional Activities/Assessments

Buried Truths: Dying to Vote

**OPENER:**
As students enter the room, provide image number one under the “Dying to Vote,” either via projector or a paper copy. Students will have five minutes to answer the questions located in the opener section of their assignment based on the image.

After students complete their opener, teacher will guide them through the image analysis process using the provided image analysis worksheet.

**TEACHER DIRECTED:**

**Essential Question:**  Who has the power?

**Supporting Question:**  Why was it so important that African Americans/Blacks exercise their voting rights during the 1900s?

Teacher will remind students of the 15th and 19th amendments, which granted voting rights to all American citizens regardless of their gender. The teacher will then provide students with background information about the process of disenfranchisement. (This will include poll taxes and literacy tests)

After receiving this foundational information, students will then divide into three groups to complete their student activity.

**STUDENT ACTIVITY:**

Students will use the provided worksheet to answer questions found in each of these three stations. Have all three groups rotate so that they have access to all of the material. Each station should take 10-15 minutes.

**Redefine:**  In this station, students will reflect on terms that are important to understanding this period. They will use the definitions/primary sources to create a sentence for each term. These sentences must be relevant to the material and make sense based on their context.

**Listen:**  Students will listen to Chapter 1 Pistols in the Buried Truths podcast (7:19-17:27). While listening, students will answer guided questions. If time permits, teacher can ask the group questions about the recording.

**Observe:**  In this station, students will rotate between several provided primary sources. They select one image or text from the three different themes; Racial Violence, Disenfranchisement, and Maintaining Social Order.

**CLOSING:**
To end this lesson, teacher will call students back to their desks and complete the discuss section with the group.
Buried Truths: Dying to Vote

SS8H7 Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era
b. Analyze how rights were denied to African Americans or Blacks through Jim Crow laws, Plessy v. Ferguson, disenfranchisement, and racial violence, including the 1906 Atlanta Riot.

<table>
<thead>
<tr>
<th>Analyze the Image called “Worse than Slavery.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who has the power in this image and how do you know?</td>
</tr>
</tbody>
</table>

Opener:

Listen to Chapter #1: Pistols (7:19-17:27) and answer the following questions:
1. Who was Primus King? (12:25)
2. What was Primus King’s Plan? (13:33)
3. What as the Democrat Political Primary otherwise known as the White Primary? (13:50)
4. Why did Primus King visit a lawyer? (15:10)
5. Answer this quote: “What were whites so afraid of?” (16:10)
6. Did King win or lose his case? (16:35)

Listen:

Redefine:

Use the definitions provided to create a sentence for each of the following terms. Make sure that each sentence proves that you understand its meaning.
- Disenfranchisement-
- Lynching-
- Poll Tax-
- 13th Amendment-
- 14th Amendment-
- 15th Amendment-
- 19th Amendment-
Buried Truths: Dying to Vote

Locate three documents; one Disenfranchisement, one Racial Violence, and one Maintaining Social Order. Answer the questions below regarding the three documents that you chose.

Disenfranchisement-Document #___
1. Observation: What are three physical elements that you noticed within this document?
2. Action: What are these characters doing?
3. Interpret: Why do you think that this happening?
4. If you could ask one of the characters a question about this scene what would you ask them?

Racial Violence- Document #___
1. Observation: What are three physical elements that you noticed within this document?
2. Action: What are these characters doing?
3. Interpret: Why do you think that this happening?
4. If you could ask one of the characters a question about this scene what would you ask them?

Maintaining Social Order-Document #___
1. Observation: What are three physical elements that you noticed within this document?
2. Action: What are these characters doing?
3. Interpret: Why do you think that this happening?
4. If you could ask one of the characters a question about this scene what would you ask them?

After completing each station answer the following questions:
1. Why would an African American still want to vote when they understand the consequences?

2. Why did segregationists want to limit the political growth of the African American population?

3. If you were an African American living during this period would you have taken the risk? Explain why:
Opener: Worse than Slavery

"The Union as it was / The Lost Cause, worse than slavery." By Thomas Nast. 1874
http://www.history.org/history/teaching/enewsletter/volume10/feb12/primsource.cfm
Redefine:

13th Amendment
Passed by Congress January 31, 1865. Ratified December 6, 1865.

SECTION 1
• Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

SECTION 2
• Congress shall have power to enforce this article by appropriate legislation.

14th Amendment
Passed by Congress June 13, 1866. Ratified July 9, 1868.

SECTION 1
• All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.
15th Amendment  
Passed by Congress February 26, 1869. Ratified February 3, 1870

SECTION 1
• The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

19th Amendment  
Passed by Congress June 4, 1919. Ratified August 18, 1920

• The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

Disenfranchisement
• The state of being deprived of a right or privilege, especially the right to vote.

Lynching
• The killing of an individual by a mob especially by hanging, for an alleged offense with or without a legal trial.
  synonyms: execute illegally, hang, kill; informal string up

Poll Tax
• Tax of a uniform amount levied on each individual in order to vote in state and local elections.
https://www.youtube.com/watch?v=1YRUUFYeOPI

Barriers for Black Voters in the South in the Early 1960s | Iowans Return to Freedom Summer
https://www.youtube.com/watch?v=aOM6xnh4ddc

Buried Truths: WABE Podcast
https://www.npr.org/podcasts/577471834/buried-truths
The Things that Qualify a Colored Man to Vote in the Southern States

In order that you may know what will be demanded of you to vote under the Constitutions and laws of the several Southern States, we give below the substantial requirements of each, to wit:—

IN Alabama, Louisiana, Mississippi, North Carolina, South Carolina, Virginia and Tennessee

**YOU MUST PAY YOUR POLL TAX.**
**YOU MUST REGISTER AND HOLD YOUR CERTIFICATE OF REGISTRATION.**
If you can read and write you can register.

IN Alabama, Louisiana and South Carolina
If you cannot read and write you can register if you own $300 worth of property.

IN Arkansas and Georgia
**YOU MUST PAY YOUR POLL TAX.**

IN Florida, Kentucky, Texas and West Virginia
You must reside in the State.

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A man convicted of almost any crime may be barred from voting.
ADDRESS BY BOOKER T. WASHINGTON, PRINCIPAL
TUSKEgee NORMAL AND INDUSTRIAL INSTITUTE, TUSKEgee, ALABAMA,
AT OPENING OF ATLANTA EXPOSITION,
Sept. 18th, 1895.

Mr. President, Gentlemen of the Board of Directors and Citizens:

One third of the population of the South is of the Negro race. No enterprise seeking the material, civil or moral welfare of this section can disregard this element of our population and reach the highest success. I but convey to you, Mr. President and Directors, the sentiment of the masses of my race, when I say that in no way have the value and manhood of the American Negro been more fittingly and generously recognized, than by the managers of this magnificent Exposition at every stage of its progress. It is a recognition which will do more to cement the friendship of the two races than any occurrence since the dawn of our freedom.

Not only this, but the opportunity here afforded will awaken among us a new era of industrial progress. Ignorant and inexperienced, it is not strange that in the first years of our new life we began at the top instead of the bottom, that a seat in Congress or the State Legislature was more sought than real estate or industrial skill, that the political convention, or stump speaking had more attractions that starting a dairy farm or truck garden.
The Two Platforms 1866. [https://it.m.wikipedia.org/wiki/File:Racistcampaignposter1.jpg](https://it.m.wikipedia.org/wiki/File:Racistcampaignposter1.jpg)

The Two Platforms, 1886. [https://digital.librarycompany.org/islandora/object/digitool%3A130272](https://digital.librarycompany.org/islandora/object/digitool%3A130272)
Disenfranchisement-Document #4

ORIGINAL

POLL TAX RECEIPT

State of Texas
County of Smith

Precinct No. 40
Ward

1945

Received of

Rhoda Swearingen

Address

R. # 1, Tyler, R. F. D. Box

Age

30 Years

Native Born

Sex: Male-Female

Race: White-Colored

Length of Residence

30 Years

Naturalized Citizen

Occupation

Paid by

City

30 Years

Born in (State or Foreign Country)

Agent

Tax Assessor and Collector

The sum of ONE and 75/100 Dollars, in payment of POLL TAX for the year shown above. The said Taxpayer being duly
sworn by me says that the above is correct; all of which I certify.

Floyd Sikes

Deputy

Disenfranchisement-Document #5

PAY YOUR

POLL TAX - NOW!

Deadline January 31st

Vote! And Protect Your Rights and Privileges

Be Ready For Every Election——
Local Option and other Special Elections are in Prospect for This Year
Disenfranchisement- Document #7

Maintaining Social Order - Document #1

'Of Course He Wants To Vote The Democratic Ticket' (October 1876), by Frost in Harper's Weekly

https://commons.wikimedia.org/wiki/File:%27Of_Course_He_Wants_To_Vote_The_Democratic_Ticket%27_(October_1876)_Harper%27s_Weekly.jpg
Maintaining Social Order-Document #2

P. Thomas Stanford, "The Negro Disenfranchised," 1897
http://objectofhistory.org/objects/extendedtour/votingmachine/?order=3
Maintaining Social Order-Document #3

This political cartoon from an 1875 issue of Harper's Weekly was a response to calls for removing Union forces from the South in the Reconstruction period. It was printed with a quote from a Birmingham News editorial threatening extermination of African Americans in the South and depicts a Union soldier standing between a cowering African American and a threatening former Confederate. http://wwwencyclopediaofalabamaorg/articlem-6630
CONSIDER THE FACTS.

During six weeks of the months of March and April just past, twelve colored men were lynched in Georgia, the reign of outlawry culminating in the torture and hanging of the colored preacher, Elijah Strickland, and the burning alive of Samuel Wilkes, alias Hose, Sunday, April 23, 1899.

The real purpose of these savage demonstrations is to teach the Negro that in the South he has no rights that the law will enforce. Samuel Hose was burned to teach the Negroes that no matter what a white man does to them, they must not resist. Hose, a servant, had killed Cranford, his employer. An example must be made. Ordinary punishment was deemed inadequate. This Negro must be burned alive. To make the burning a certainty the charge of outrage was invented, and added to the charge of murder. The daily press offered reward for the capture of Hose and then openly incited the people to burn him as soon as caught. The mob carried out the plan in every savage detail.

Of the twelve men lynched during that reign of unspeakable barbarism, only one was even charged with an assault upon a woman. Yet Southern apologists justify their savagery on the ground that Negroes are lynched only because of their crimes against women.

The Southern press champions burning men alive, and says, “Consider the facts.” The colored people join issue and also say, “Consider the facts.” The colored people of Chicago employed a detective to go to Georgia, and his report in this pamphlet gives the facts. We give here the details of the lynching as they were reported in the Southern papers, then follows the report of the true facts as to the cause of the lynchings, as learned by the investigation. We submit all to the sober judgment of the Nation, confident that, in this cause, as well as all others, “Truth is mighty and will prevail.”

IDA B. WELLS-BARNETT.

2939 Princeton Avenue, Chicago, June 20, 1899.
IN GEORGIA.

Pete. - Am dis much bettah dan de ole slav’ry days, Uncle Tom?
Uncle Tom. - I dunno, zac’ly. In dem times we wuz too valy’ble to be lynch’d!
“In Georgia.” Puck, April 11, 1900. Facsimile of magazine cover. Prints and Photographs Division, Library of Congress (008.00.00) Digital ID # cph-3b48926
Report of the Secretary to the Anti-Lynching Committee

January 21, 1921

The following is submitted as a brief summary of the work of the Executive Office of the Association relating to the Association's campaign against lynching and mob violence, a review of the outstanding features of the year's work, a statement of the receipts and expenditures.

... ...

The number of lynchings for which the Association has record during the year 1920 is sixty-five. However, this figure does not include the thirty or more victims of the election day trouble at Ocoee, Fla. Though the press reported only six Negroes killed, investigation by the Assistant Secretary proved that from thirty to fifty Negroes were killed.

Of the 65 victims mentioned above, 8 were white men and 1 was a woman.

In 1919 there were 83 lynchings. Were it not for the Ocoee, Fla., incident, it could be said, according to the Association's records, that lynchings had decreased in number. But not only have they not decreased in number, but the brutality of the lynchings is still marked. Eight of the victims (besides those burned at Ocoee) met death by burning. One of these was a white man at Billings, Mont., who resisted arrest. Another, because he threatened to kill a white man, was flogged to death by a mob of forty men.

The utter disregard of law by the mob is shown in one instance where the accused man was dragged out of the courtroom where he was being tried at a special term of court called for the purpose,
Racial Violence-Document #1

THE CHURCH

HIS is a critical day for the Christian church. The white church of Christ finds itself in a position which gives the lie to many of its finest professions. It is a church of Peace; and its followers are at war. It is a church of the Masses in theory while in practice it is a church of the Classes. It is an organization which despises wealth and yet which finds wealth its only modern weapon. In fine,—as a follower of Jesus, the Jew,—it professes the sublimest of ethical codes and yet falls so far from following it that some would deny that it is Christian.

The Negro church in America comes nearer to being built along the lines of its Founder. It is a democratic church of the masses; it welcomes all men despite race or color; and its wide activities touch every line of human endeavor. Nevertheless, the Negro church today in all its branches faces a peculiar crisis. The 3,000,000 Baptists, who represent more nearly than any other branch the great rank and file of the colored people, are torn asunder over a detail of organization. The African Methodist church must put strong material in its leadership or it will drift into sectional disruption, or personal feuds. The Colored Methodist Episcopal church is passing through a regrettable ethical slough of despond in high places; while the Zion church is having financial troubles. The colored Congregationalists are still a remnant. The colored Episcopalians are as babes overlaid by their non-too-loving mother; while the colored Presbyterians are spiritually harassed. The great Methodist Episcopal church has a strong element which is seeking to drive out its colored membership in order to welcome the white South.

Facing such problems what shall we do? The appeal is first of all to the mighty past. In slavery, in Reconstruction and in the days after the Negro church made the Negro race in America. Today it can remake it if it calls to the front its strong, honest men; if it puts aside petty sectarianism and creed, and if it works for social uplift and individual honor. Will the church do this? In the long run and after much travail of soul we believe it will.

PEONAGE

The picture on the opposite page is authentic. It was taken in Lee County, Ga., where on January 20 five Negroes were taken from the Worth County jail, rushed into the adjoining county in automobiles, hanged and shot. The photograph was taken on the spot and a copy sent to a prominent white man in a neighboring city. His colored servant took it while he was at lunch, handed it to a Crisis agent, who had it quickly copied. The original was then returned and the copy sent to us. It was a little dim and has been slightly retouched. Otherwise it is absolutely authentic.

These men were killed for defending themselves from “arrest.” The arresting mob was led by a sheriff. The sheriff was killed. What was the real cause back of this wholesale lynching and back of the lynching of six Negroes in Early County, December 30th?

The answer is clear: Peonage. Slavery under another name; the
absolute defiance of the spirit of the law of the Thirteenth Amendment.
This is perfectly well known. The United States Government once, quite by mistake, ran afoul of it. It was trying to stop the peonage of Italians when its over-zealous prosecuting officer ran across this slavery of Negroes; but after a few desultory prosecutions Mr. Taft succeeded in hushing this up.

To understand the situation look at your map of Georgia. Worth, Lee and Early Counties are all in the black belt. These three counties have 18,000 white people and 31,000 colored people. Most of the white people are in the small towns; most of the colored people are in the country. The business of the white people is to make the colored people raise cotton. We quote a southern white man, C. D. Rivers, of Somerville, Va.: "The Times only the other day carried an account of an overseer in southwest Georgia, named Villipigue, who, with his wife, were the only whites living among a great Negro population on a big plantation. This overseer was killed because he had thrashed a Negro boy for some impudent reply made to the overseer. A mob of whites gathered and armed and a reign of terror was precipitated among the Negroes for miles around. Their secret society halls were burned, a church was burned, cabins were burned and several Negroes shot. Villipigue, the overseer, would not have whipped this boy had he been white. Perhaps had the boy been white his words would not have been considered impudent at all. Again, had Villipigue not been an overseer, charged with making the Negroes produce cotton, there would have been no reason for the altercation, and none would have happened. But sir, these overseers, throughout this vast black belt of cotton plantations are expected to do with the Negroes, to get results from them in the form of cotton produced at the least possible cost, which cannot be got from whites or blacks, except by unrelenting harshness. These overseers are in the position of a lion tamer in a den of lions. To hold their positions and to get the cotton made, they are obliged to use measures which are unknown to the law. Villipigue violated the law when he whipped the Negro boy. Of course, there was no redress for the Negro boy, for who thinks a jury controlled and in sympathy with the black belt plantation interests could care to punish an overseer for whipping a Negro for impudence? To punish overseers for whipping saucy Negroes would amount to turning over the black belt cotton plantations to the Negroes, who would make much less cotton if released from the rule of the overseer. Yes, but it is expecting too much of any sort of human nature to expect that Negroes to whom redress at law is impossible will not avenge themselves for the whipping of their own members, especially their boys.

"And as much as possible to prevent the Negroes from taking revenge it is absolutely necessary that they should always be kept in mind of swift and terrible penalties which wait not for the slow movements of the law but stand ever ready to strike them. The authority which the overseers and owners of these plantations are obliged to exert over the Negro workers cannot be sustained by the law. There must be extra-legal means always in reach and this extra-legal means is the mob, always ready to inflict capital punishment upon Negroes violating that code which arises upon the relations of blacks and whites in the black belt. Consider the immense territory over which these conditions prevail and the immense white population affected by them, and the power and the influence of the interests which are protected by lynch law, and you
“The Freedman's Bureau! An agency to keep the Negro in idleness at the expense of the white man. Twice vetoed by the President, and made a law by Congress. Support Congress & you support the Negro Sustain the President & you protect the white man.” 1866. [http://www.loc.gov/pictures/item/2008661698/](http://www.loc.gov/pictures/item/2008661698/)
“NO DOGS, NEGROES, MEXICANS.” Lonestar Restaurant Association, Dallas, Texas. Printed “Jim Crow” sign, n.d. Black History Collection, Manuscript Division, Library of Congress (024.00.00)
President Johnson, at the Capitol, signs the new voting rights bill for Negroes

President Johnson signed the voting rights bill for Negroes on Friday, August 6, and immediately set the vast machinery of the U.S. Government into motion to enforce the new law.

On Saturday, August 7, the U.S. Department of Justice certified the States where racial discrimination in voting is officially declared to exist.

Justice Department officials worked through the week-end, choosing the key “hard core” counties and rushing federal examiners into those counties to start registering Negro voters on Tuesday, August 10.

Dr. King looks ahead. The Rev. Dr. Martin Luther King, Jr., leader of the Southern Christian Leadership Conference, watched Mr. Johnson sign the bill. Dr. King predicted that, by September 1, nearly a million Negroes will be added to the South’s voting rolls.

This would virtually double the number of Negroes now registered to vote in the seven Southern States that are most affected by the new law. Those States are: Alabama, Georgia, Louisiana, Mississippi, South Carolina, Virginia, and parts of North Carolina.

Speaking in the Capitol rotunda, Mr. Johnson told what the new law does: “This law covers many pages. But the heart of the Act is plain. Wherever—by clear and objective standards—States and counties are using regulations or laws or tests to deny the right to vote, then they will be struck down.

If it is clear that State officials still intend to discriminate, then federal examiners will be sent in to register all eligible voters. When the prospect of discrimination is gone, the examiners will be immediately withdrawn.

And, under this Act, if any county anywhere in this nation does not want federal intervention, it need only open its polling places to all of its people.”

The bill’s signing took place in the same room of the Capitol where Abraham Lincoln—104 years earlier, to the day—signed a bill freeing slaves who were being used by the Confederate States to help wage the Civil War.

As Mr. Johnson signed, the Justice Department was ready with regulations and application forms for use by 75 specially trained federal examiners.

The Department announced the following procedure for registering voters: “A citizen interested in applying for listing as an eligible voter may go to the office of the examiner, obtain an application and fill it out there. If he needs help, the examiner will assist. Where an applicant cannot read or write, the examiner will examine him and record the pertinent information on the form.

“Where the applicant meets the requirements, the examiner will give him a certificate of eligibility to vote. In States which still require the payment of a poll tax, the examiner will accept payment and give the applicant a receipt.”

Only four States—Alabama, Mississippi, Texas and Virginia—now require poll-tax payments for voting eligibility. The requirement applies only to State and local elections—not federal.

Test cases under way. The new Act instructs the Justice Department to test the constitutionality of the poll tax as a voting condition. The Attorney General began immediately, on August 7, to file the necessary legal suits.

President Johnson warned Negroes that the new law, to be effective, “must be used.” He said: “Let me now say to every Negro in this country: You must register. You must vote. You must learn, so that your choices advance your interest and the interest of our beloved nation. Your future and your children’s future depend upon it—and I don’t believe that you’re going to let them down.

“This Act is not only a victory for Negro leadership. This Act is a great challenge to that leadership. It is a challenge which cannot be met simply by protests and demonstrations.”

Integration: Too fast? The Gallup Poll asked Americans this question: “Do you think the Johnson Administration is pushing integration too fast, or not fast enough?”

The answers of those questioned, as made public August 8:

- Too fast, 40 per cent.
- Not fast enough, 13 per cent.
- About right, 38 per cent.
- No opinion, 9 per cent.
## Buried Truths: Keeping the Power

### OPENER:
As students enter the room, have them begin their opener. Teacher will have students watch a video about a Political Primary and have students answer the three provided questions.

### TEACHER DIRECTED:

**Essential Question:** Who has the power?

**Supporting Question:** Why did many southern whites want to limit the voting rights of African Americans/Blacks during the 1900s?

Teacher will prepare the class for the lesson by having the class share their answers in groups or as a class (Teacher’s Preference). Teacher will then clear up any misconceptions regarding the purpose of a Primary.

### STUDENT ACTIVITY:
After completing the opener, students will use the *Buried Truths* podcast to answer the questions within the assignment titled *Buried Truths: Keeping the Power*. In this assignment, students will be exposed to information regarding the 1946 Governor’s Race that led to the Three Governors Controversy.

- **Questions 4-6 (5-6 minutes):** Have students listen to the Bonus: The Three Governors Controversy episode. As students listen to the episode, have them complete questions 4-6 either individually or as a group (Teacher’s Preference).
- **Eugene Speech Bubble (4-6 minutes):** Have students listen to *Buried Truths Chapter 1: Pistols* starting at 00:06:52 to 00:10:26. After listening to this segment, have students write their response in Eugene Talmadge’s speech bubble regarding some of his statements. Teacher can choose to take this time to reflect as a group so that students can better grasp Talmadge’s personality and perspective.
- **Questions 7-9 (4-5 minutes):** Have students return to the Bonus: The Three Governors Controversy podcast episode to answer questions 7-9. For this segment, students will understand the three individuals who were claiming to be Georgia’s governor and will record these individuals’ claim to power in the provided squares.
- **Questions 10-12 (4-5 minutes):** Have students reflect on who won the governor’s race and the process of how they attained that position. By answering questions 10-12, students should understand why this event was such a controversy. They will also be able to reflect on how this approach was seen as unfair or corrupt.

### CLOSING:
After students have completed questions 1-12, have them begin the section Digging a Little Deeper. In this assignment students will be provided this prompt:

Before the Civil Rights Act of 1964, the Southern White Supremacists wanted to maintain social and political order. They used many tactics to preserve this control such as the White Primary, County Unit System, Grandfather Clause, Poll Tax, Literacy Laws, and racial violence. In today’s political realm, the Electoral College is used to decide who will be our next president. Many presidential candidates have received the majority of votes casted yet have lost the election due to the other candidate winning the Electoral College. Using the videos and links provided, answer this question based on your personal opinion:
Is the Electoral College:

A tool to prevent certain people from having political power
OR
A way to protect the U.S from a candidate that is socially popular yet not fit to lead this nation.

After reading this prompt, have students use the links provided below to gain new insight into the Electoral College process. Allow students to develop their own perspective of this process by providing them a variety of sources. Then have them choose a side and prepare a defense for the side that they chose. This can come in the form of an essay or if time permits and presentation.
c. Describe the relationship between the end of the white primary and the 1946 governor’s race.

1. Define Political Primary- ________________________________________________________________
2. Define White Primary- ________________________________________________________________
3. Why might this process be unfair to the Southern Black or African American population?

Listen to the Buried Truths Episode “Three Governors Controversy”  
https://www.npr.org/podcasts/577471834/buried-truths

During this 1946 Governor’s Race White Primary, Eugene Talmadge faced off against James Carmichael. Read the statement from below and answer the following questions:

Another reason Gene Talmadge’s disciples were worried: His opponent was James Carmichael, an attractive, well-funded business leader from just outside Atlanta. Carmichael was comfortable campaigning as a racial progressive. Now, Talmadge had always boasted that he can, quote: "Carry any county that ain’t got streetcars."

Listen to the episode. What were some of the statements by Eugene Talmadge that stood out to you?

4. Carmichael is described as a “racial progressive”. What do you think that “racial progressive” means?

5. Talmadge was, according to the quote, more appealing to areas without streetcars. This means that he would get more votes from:

- Urban/City Areas  
- Rural/Farming Areas

6. James Carmichael received more votes than Eugene Talmadge that year, but Talmadge won. How was Eugene Talmadge able to win against Carmichael when he received less votes?
7. What was Talmadge’s claim to the Governor’s seat?

8. What was Thompson’s claim to the Governor’s seat?

9. What was Arnall’s claim to the Governor’s seat?

10. According to the Buried Truth’s podcast: Who won the Three Governors Controversy in 1946?

11. How did he win?

12. Was this a fair way to choose Georgia’s new governor? Why or Why not?
Digging a Little Deeper:

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OR

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What could you do to make other people share your perspective? How could you protect the Electoral College or replace it with a better system?
The Buried Truths lesson plans were created by WABE, Atlanta’s NPR station, with support from the Georgia Department of Education.

We invite you to share with us the ways in which you used the Buried Truths lesson plans on Facebook and Twitter or email us at Hank@buriedtruths.org