

Chapter 9

Colonial Georgia

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Chapter Preview

Have students list the people on page 136. As students read the chapter, have them identify the people on the list and explain their importance in the Georgia colony.

Chapter 9

Colonial Georgia



CHAPTER PREVIEW

TERMS: philanthropy, charter, trustee colony, buffer, mercantilism, slavery, militia, Malcontents, royal colony, indentured servant, headright system, cash crops, subsistence crops, naval stores

PEOPLE: James Edward Oglethorpe, Tomochichi, John and Mary Musgrove, Jews, Salzburgers, Highland Scots

PLACES: Georgia, Yamacraw Bluff, Savannah, New Ebenezer, Darien

Academic Vocabulary Development

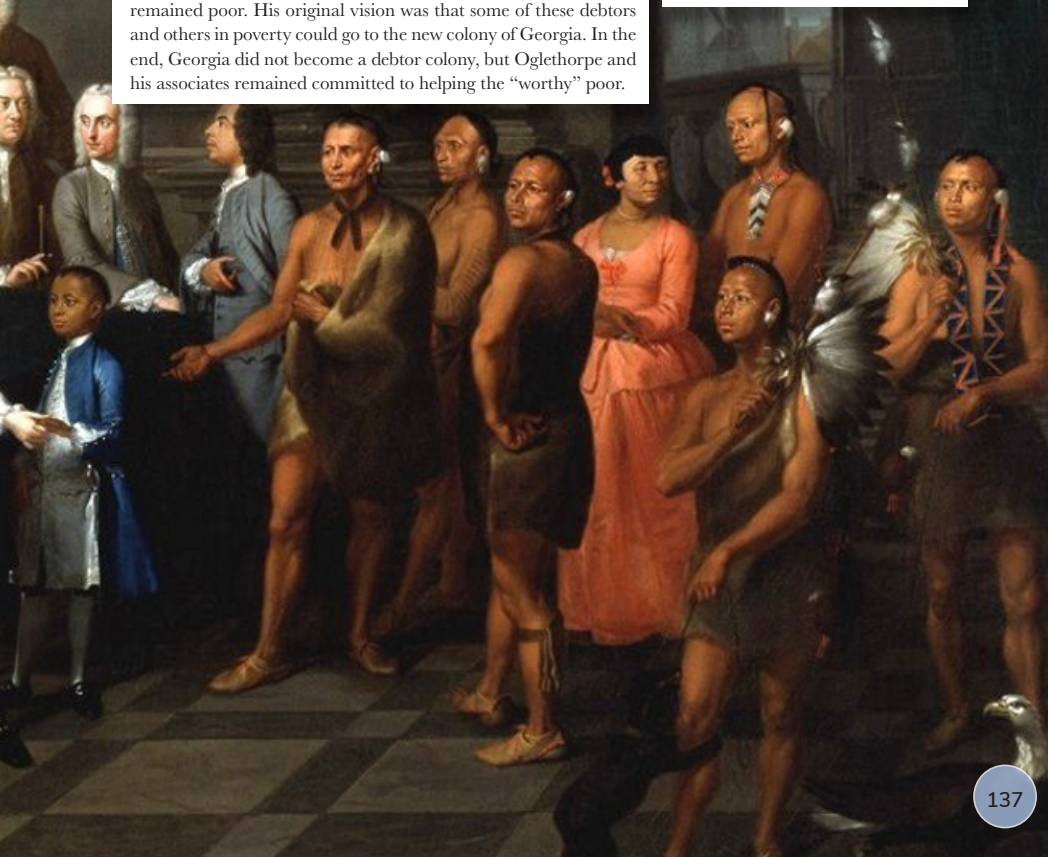
Have students create illustrated dictionary entries for *philanthropy*, *buffer*, and *mercantilism*. Model how to create an illustrated dictionary entry using the term *charter*. Example:

Term	Definition	Illustration
charter	a document that granted territory to the trustees	(An illustration of a document needs to be added here.)
philanthropy		
buffer		
mercantilism		

In the 1700s, many wealthy people in Great Britain became interested in solving some of their country's social problems. They were concerned about immorality (wrong or evil behavior) and poverty. They began giving money to charities that helped the poor, and they tried to spread their religious faith in part to encourage better behavior.

James Oglethorpe, a British army officer and member of Parliament, was one of these social reformers. In the 1720s, Oglethorpe and twenty other gentlemen had the idea of forming a colony in North America for people who were poor but willing to work hard to improve their lives. Oglethorpe had worked on a committee to inspect the English jails and was shocked at the horrible conditions he saw. He felt especially sorry for debtors, those who were imprisoned because they were too poor to pay their debts. His friend Robert Castell had died of smallpox while he was in prison. His only crime was unpaid debt. Oglethorpe's reform efforts led to the release of hundreds of debtors, although most remained poor. His original vision was that some of these debtors and others in poverty could go to the new colony of Georgia. In the end, Georgia did not become a debtor colony, but Oglethorpe and his associates remained committed to helping the "worthy" poor.

Background: On June 28, 1734, James Oglethorpe and his party of nine Indian guests, including Tomochichi, reached London. The British wanted the assistance of the Indians in developing their enterprises in the colony. They entertained them with numerous parties and dinners during their stay. King George II even granted them a meeting at Kensington Palace. This painting of the Indians meeting the trustees of Georgia was painted by William Verelst in 1734. Tomochichi wears his robe draped over one shoulder. His wife is dressed in pink.



Analyzing a Painting

Have students read the information about the painting in the background on pages 136 and 137. Ask students what they see and what is happening in the image. Then, ask students what message they think the artist was trying to convey in the painting.

Introduction

Tell students they will be learning about the founding of the Georgia colony. They will learn about its beginnings, its settlers, and its transition from a trustee colony to a royal colony.

Getting Started

Have students define a trustee colony and a royal colony. Ask students what differences they see between these two types of colonies. Have them predict what this may tell them about the Georgia colony.

Notes

Figure 9.1 Timeline: 1730-1765

1730

- 1732** King George II gave charter to trustees
- 1733** James Oglethorpe and colonists arrived in Georgia
Savannah founded
Jews arrived in colony
- 1734** Salzburgers arrived in colony
Oglethorpe took Tomochichi to England
- 1736** Forts Frederica and Augusta established
John and Charles Wesley came to Georgia
1st Highland Scots arrived in Georgia



1740

- 1739** War of Jenkins' Ear
Tomochichi died
- 1742** Battle of Bloody Marsh
- 1743** Oglethorpe returned to England and stayed

1750

- 1752** End of trustee period
Georgia became a royal colony



1760

- 1763** Georgia's territory extended to include the land between the Altamaha and St. Marys Rivers

Interpreting Images

Have students examine the Seal of the Trustees. Tell students that *Colonia Georgia Aug* is a Latin phrase that means "May the colony of Georgia prosper." Ask students to first identify what they see. Next, have students tell what they think is going on in the image. (Note: As students learn about the founding of Georgia, have them return to the seal and tell what they think the images represent. Answer: The two figures leaning on the urns represent the Savannah and Altamaha Rivers. These rivers marked the northwestern and southeastern borders of the Georgia colony. A female figure, called the "genius" of the colony, sits next to a cornucopia [a horn filled with food and goods]. She wears a cap of liberty on her head and holds a spear.)

Notes

Section 1

Georgia's Founding

Outline

- A. The Charter of 1732 and the Trustee Period
- B. Authority of the Trustees
- C. Savannah, the First Settlement
- D. James Oglethorpe, Tomochichi, and Mary Musgrove
- E. Defending Georgia

Materials

- Student Textbook, pages 140-148
- Student Audiobook
- Student Activity Sheets
- Teacher Tech Website
- » Guided Reading
- » Internet Activity
- » Lesson Planner
- » PowerPoint
- » Quick Notes
- » Smart Reading Handbook
- » State Standards and Correlation
- » Visual Aids
- » Wrap-Up Game

Introduction

Tell students that they will learn about the reasons Georgia was founded. Then, provide students with a blank outline map of the United States, and have students shade and label the twelve colonies England controlled prior to Georgia's settlement.

SECTION 1

Georgia's Founding

AS YOU READ, LOOK FOR...

- » reasons for founding Georgia;
- » the relationship between James Oglethorpe, Tomochichi, and Mary Musgrove;
- » terms: **philanthropy**, **charter**, **trustee colony**, **buffer**, **mercantilism**, **slavery**, **militia**.

In Other Words

The Georgia trustees' motto was the Latin phrase *Non sibi sed aliis*, which translates as "Not for self but for others."

Below: This 1733 engraving by John Pine was included in James Oglethorpe's book on the founding of Georgia.

By the early 1700s, Great Britain had twelve colonies in North America, all located along the East Coast between the Atlantic Ocean and the Appalachian Mountains. In the 1600s, King Charles II had given a large grant for a colony south of Virginia to eight of his supporters. These proprietors or owners thanked the king by naming the colony Carolina.

From its beginning, Carolina had two separate settlement areas. The north was settled by small farmers moving from Virginia. Further south, planters from the English sugar colony of Barbados had founded Charles Town, now Charleston, and set up plantations in the area around it. The two areas were very different and operated separately for many years. In 1729, the proprietors gave up control of the two areas and made them separate royal colonies under the control of the king.

By the late 1720s, no one had settled the part of South Carolina south and west of the Savannah River, which was the dividing line between the Carolinians and the American Indian nations. James Oglethorpe and his associates were not the first Englishmen who had the idea to settle there, but they were the first to turn their vision into a reality.



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FEATURED STRATEGY

I use to think..., but now I know...

Ask students to think about the reasons why England might have wanted to add Georgia as the 13th colony. Have students record their ideas. At the end of Section 1, have students return to what they wrote and revise and/or add to their thinking. Provide the sentence frame "I use to think..., but now I know..." about the reasons for the founding of the Georgia colony.

The Charter of 1732 and the Trustee Period

When James Oglethorpe and his fellow trustees (people who hold responsibility and act on behalf of others) asked King George II for a land grant, they presented three basic reasons for founding the colony: philanthropy, defense, and economics. **Philanthropy** is when people give their time, money, or resources to help others without expecting anything in return. Oglethorpe's desire to help the poor and debtors was an example of philanthropy.

Oglethorpe and his fellow trustees received the Charter of 1732, which named them the "Trustees for the Establishing of the Colony of Georgia in America." The **charter** was the document that granted the territory to the trustees and set up the rules under which the trust would work. Much of the charter was about how the trust would operate in Great Britain. The charter also stated that the trustees themselves could not make a profit in any way and could not receive any land or money for serving on the trust. The colony of Georgia was a **trustee colony**, governed by trustees. This period is referred to as the trustee period.

Did You Know?

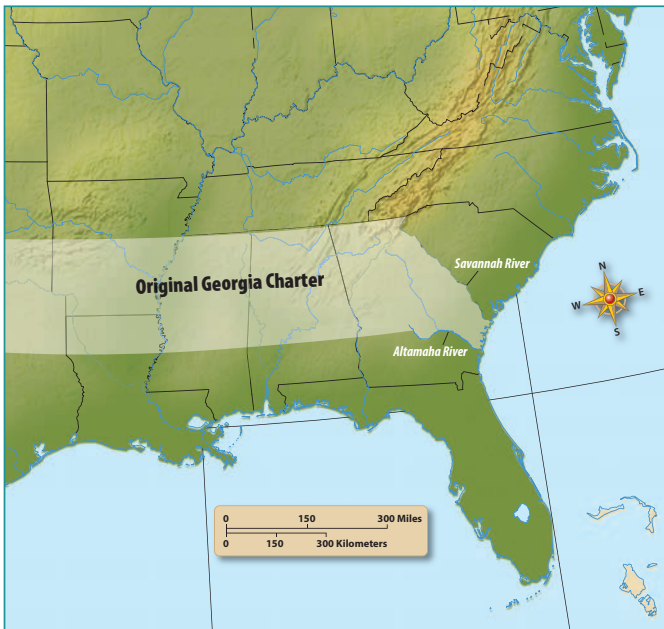
The Georgia Charter granted religious freedom to all but Roman Catholics. It was believed that the nearness of Spanish Catholics in Florida made them a threat to the colony.

Extension

The charter stated that the Altamaha River would be Georgia's southern border. Ask students: What event led to Georgia's southern border being extended to the St. Marys River? Have them explain why. (Answer: The event was the signing of the Treaty of Paris that followed the French and Indian War.)

Map Skill Answer

Alabama, Mississippi, Arkansas, Louisiana, Oklahoma, and Texas are shown on the map; New Mexico, Arizona, and California are not shown.



MAP 9.1 THE GEORGIA CHARTER

Map Skill: Name the other present-day states shown on the map that were included in the Georgia charter.

Notes

Critical Thinking

Ask students to come up with a list of reasons why a colonist from South Carolina might ask the king for more protection in the area north of Spanish-controlled Florida. Remind them to include why this extra security would be important.

Building Vocabulary

Have students create an annotated illustration for *mercantilism*. To create an annotated illustration, students need to draw images to represent *mercantilism* and add labels next to the important parts of the image. Students can add a brief explanation next to each label. Then, allow students to circulate the room and explain their annotated illustration to two other students.

Video

Show the Georgia Stories video “Mercantilism,” found at www.gpb.org/georgiastories.

Bottom: The trustees believed that Georgia's climate would be suitable for growing warm-weather crops such as grapes and olives. They were particularly interested in cultivating mulberry trees to feed silkworms. Silk is produced from the fibers that make up the cocoons. **Opposite Page, Top:** James Oglethorpe. **Opposite Page, Bottom:** The Anne brought James Oglethorpe and the first colonists to Georgia.

Philanthropy

The colony of Georgia was established as an act of philanthropy that would attract both deserving poor people from England and other Europeans who were persecuted for being Protestants in Catholic areas. The trust members were trying to do a good deed. They would pay for the passage of some colonists to the new colony. Each male who went to Georgia as a charity colonist would receive fifty acres of land to farm, along with tools and a year's supply of food and other necessities from the trust's store. However, it is important to note that no one from a debtor's prison was among the original colonists selected to come to Georgia.

Defense

Georgia was also established for military defense. By the 1720s, South Carolina was a successful colony, producing a major product that Great Britain wanted—rice. No British people lived south of the Savannah River because they did not want to anger the Spanish living in Florida, who claimed some of that land. If a new colony was settled south of the Savannah River, it would be a **buffer**, or protection, between southern Carolina and the Spanish in Florida. Having colonists in that region would serve as a barrier, making it more difficult for Spain to attack South Carolina. South Carolinians also feared the French and their influence on the American Indians in much of the Mississippi River Valley, the Gulf Coast, and New Orleans. An English colony to the south could serve as an additional barrier and protection for South Carolina's people and their rice crops.



Economics

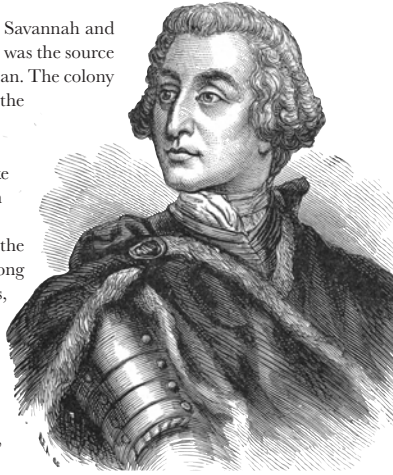
Georgia was also established for economic reasons. The trustees believed that, because of its location so far south, the new colony could grow plants that England could not grow and, therefore, had to buy from other countries. For example, they thought Georgia had a good climate for growing mulberry trees, whose leaves are food for silkworms. They also thought that grapes and olives would grow well in Georgia. This was part of the government's economic policy of *mercantilism*. The economic goal of **mercantilism** was to have a favorable balance of trade. This was accomplished when the home country and its colonies produced as much as possible of what it needed and sold any extra, or surplus, to other countries. This meant that the home country would not have to spend its money buying goods from other countries. The prosperity of the country was more important than the wealth of individual people or parts of the country. Under mercantilism, colonies were expected to help their home countries by providing raw materials for manufacturing. Colonies were then expected to serve as markets for the goods manufactured in the home country. Great Britain would not have to buy silk thread, wine, or olive oil from other countries if Georgia could supply these goods.

Notes

Authority of the Trustees

The Charter of 1732 granted the trustees the land between the Savannah and Altamaha Rivers and all the land between their headwaters, which was the source or spring from which a river first flows, westward to the Pacific Ocean. The colony was named "Georgia" in honor of King George II. According to the charter, the trust would control the colony for twenty-one years until 1752. Until then, the trustees had full authority to raise money for philanthropy, grant land to those settling there, make rules and regulations for the colony, establish courts, and maintain a military defense. They never appointed a governor.

The trustees mainly used regulations and policies to govern the colony. The trustees banned the sale and use of rum and other strong alcoholic drinks. They believed drinking alcohol led to laziness, disorder, and poor behavior, which would harm the colony. Slavery was not allowed in the colony. **Slavery** is the practice of owning people as property. The trustees wanted Georgia to be a place where settlers would work their own land and not rely on enslaved labor. Land ownership was limited to prevent the development of large plantations. Land could not be sold, rented, or passed to anyone other than male heirs. This kept families on their land and working it themselves.



Savannah, the First Settlement

Oglethorpe decided to lead the first settlers himself. In fact, he was the only trustee to visit the colony. The other trustees remained in England, where they made decisions to govern Georgia, raised and donated funds, and supported the Georgia cause in Parliament, Great Britain's legislative body. Unfortunately, the trustees did not understand Georgia's environment very well, and some of their policies made life difficult for the settlers.

By the Numbers

The Anne's voyage from England to America took 57 days.



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Extension

Have students research Sir Robert Montgomery's Margravate of Azilia. Then, have students compare and contrast the Margravate of Azilia with Savannah.

Graphic Organizer

Have students create a chart titled Governing Regulations. In one column, have students place the regulations. In a second column, have students place the reasons for the regulation. Example:

Governing Regulations	
Regulations	Reasons for the Regulations
Land ownership was limited	To prevent the development of large plantations

Creative Writing

Have students pretend they are reporters traveling on the ship *Anne*. Have them record three journal entries describing life on the boat. Remind students that the boat was crowded, and space was shared with live animals. Have students record any statements the colonists might have said about the excitement and anxiety of traveling to a new life in the Georgia colony.

Extension

Have students brainstorm a list of the different activities the colonists had to complete in order to ensure their survival. After students complete their list, have them evaluate and rank each in order from most important to least important. Tell students to include a brief explanation about their rankings.

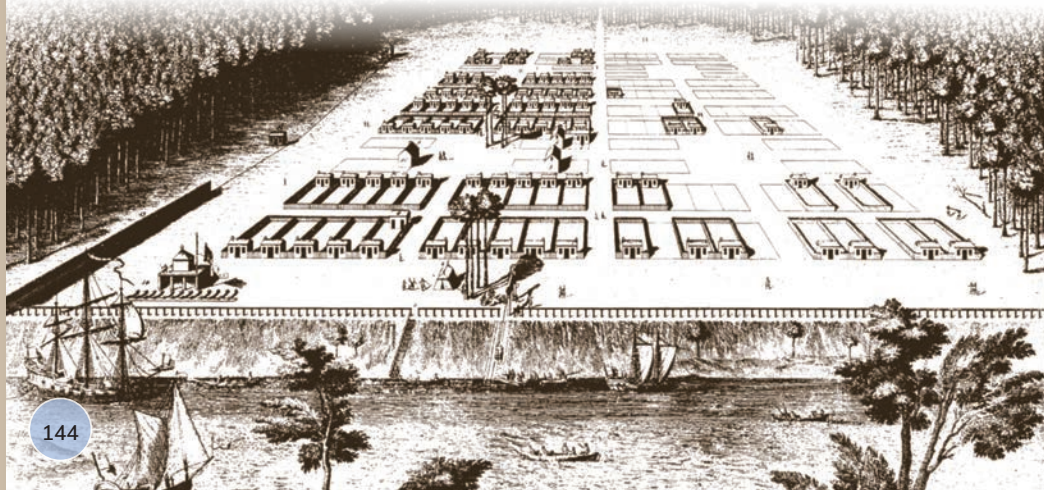
In November 1732, the ship *Anne* set sail across the Atlantic Ocean with the first 114 colonists. It arrived in Charles Town, South Carolina, in January 1733. The South Carolina colonists were happy to have the new settlers moving between them and Spanish Florida. The Carolinians donated farm animals, food, and other provisions; they also sent some enslaved people to help with the early work.

While the Georgia colonists waited at Port Royal (modern-day Beaufort, South Carolina), Oglethorpe and several other men left to find a good site for the first settlement. They sailed up the Savannah River past several islands. Oglethorpe chose a high bluff known as Yamacraw Bluff, named for the small group of Creek Indians who lived nearby. Being on high ground would give the Georgia colonists a defensive advantage against any enemies coming from the sea.

The leader of the Yamacraw people was Tomochichi, who became a good friend to Oglethorpe. The American Indians agreed to give the colony all the land along the coast from the Savannah to the Altamaha “as far inland as the tidal waters.” Fortunately for the British and the American Indians, John and Mary Musgrove owned a trading post nearby where they did business with South Carolina traders. Both John and Mary had mothers who were Creek Indians and fathers who were British traders. As a result, they spoke both English and the language of the Creek. This allowed them to act as interpreters for meetings between Oglethorpe and Tomochichi. After John died in 1735, Mary became the main interpreter.

On February 12, 1733, now celebrated as Georgia Day, Oglethorpe brought the settlers to the future site of Savannah. There, they put up tents to live in while they cleared land and set up their town. With the help of South Carolina surveyor William Bull, they laid out the streets and squares of this first Georgia community. The town began with four squares, each with 90 lots on the north and 20 on the south. Each town lot was 60 feet by 90 feet. Each male head of household received 50 acres of land, which included one of these town lots on a square, a garden lot on the edge of town, and a 45-acre farm lot further out from there.

Oglethorpe continued to live in a tent while supervising the town’s construction. He did not have the official title of governor. However, as the only trustee in Georgia, he was in charge, and the people looked to him for direction. He wrote to the trustees that he was busy “looking after a hundred...things.”



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Notes



Opposite Page: The earliest view of the new town of Savannah was drawn by Peter Gordon, an upholsterer who had come over with the first group of colonists on the *Anne*. He also kept a journal describing the voyage. **Left:** Chief Tomochichi meeting James Oglethorpe, with Mary Musgrove in the center background. **Below:** This frieze in the rotunda of the U.S. Capitol imagines a meeting on the site of Savannah between James Oglethorpe, Tomochichi, Coosaponakeesa (Mary Musgrove), and other Muskogee people.

James Oglethorpe, Tomochichi, and Mary Musgrove

The relationship between James Oglethorpe, Tomochichi, and Mary Musgrove was a partnership based on mutual respect and shared goals. Tomochichi gave Oglethorpe permission to settle on Yamacraw land, which allowed the establishment of Savannah. Tomochichi also acted as a diplomat by helping to maintain peace between the British settlers and the Creek. Mary Musgrove served as Oglethorpe's interpreter. She helped Oglethorpe communicate effectively with American Indian leaders and build alliances.

In return for land given by Tomochichi, Oglethorpe agreed to protect his people from their rivals and European powers like Spain. He also gained access to trade opportunities for his community. Mary Musgrove's ability to interpret and understand both Creek and British cultures helped Tomochichi communicate his people's needs and negotiate agreements.

As Oglethorpe's interpreter, Mary Musgrove gained influence and trading opportunities. She received land grants as recognition for her service to the colony. Tomochichi's trust in Mary Musgrove enhanced her role as a key mediator, strengthening her position within both Creek and British communities.



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Analyzing Images

Have students examine the image of Chief Tomochichi meeting James Oglethorpe, with Mary Musgrove in the background. Ask students what they see in the image. Next, ask them what they wonder about the image. Finally, ask them what message they think the artist was trying to convey in the painting. Allow students to engage in Think-Pair-Share. (See Smart Reading on the Teacher Tech website.)

Video

Show the Georgia Stories video "Mary Musgrove: A Georgia Biography" at www.gpb.org/georgiastories.

Notes

Main Idea and Supporting Details

Have students complete a graphic organizer around the main idea, Defending Georgia. (For graphic organizers for the main idea and supporting details, see Smart Reading on the Teacher Tech website.)

Map Skills

Using a blank outline map of Georgia, have students mark the location of Fort Frederica and Augusta. Also, have students mark the location of Savannah and label Spanish-controlled Florida.

Did You Know?

The War of Jenkins' Ear got its name from the ear of British captain Robert Jenkins. A Spanish privateer cut his ear off, and the ear was later displayed in Parliament to encourage the British to wage war with Spain.

Bottom: General James Oglethorpe commanded British troops and local militias in their conflict with the Spanish.

Defending Georgia

James Oglethorpe became concerned with the colony's defense. He sailed back to England and convinced the British government to pay for the colony's protection since Georgia was a buffer between Spanish Florida and all the British colonies to the north. When Oglethorpe returned in 1736, he ordered the construction of forts at the northern and southern ends of the colony. The southern fort and town on St. Simons Island were named Frederica, and the northern fort and town became Augusta. As Augusta grew, it became a center of trade for deerskins and beaver furs with the American Indians. Settlers planned the town with the Chickasaw Indians, who received land in exchange for their assistance.

Oglethorpe made Frederica his home and oversaw the building of more forts along the coast. He also organized roads, or paths, to connect settlements. In 1737, he went to England again to ensure that Parliament would continue to support Georgia against the Spanish. Parliament agreed and sent British troops. Oglethorpe was promoted to the rank of general and commanded the British troops and local **militias**, a force of citizen soldiers, in South Carolina and Georgia.

War broke out between Britain and Spain in 1739, which was called the War of Jenkins' Ear. Oglethorpe led expeditions into Florida, fighting Spanish forces near the St. Johns River. In 1740, he attempted to capture the Spanish town of St. Augustine. Despite initial success in taking smaller forts, his forces failed to take St. Augustine. Spanish reinforcement and bad weather forced him to retreat.



Notes



In 1742, Spain launched a large invasion of Georgia. Their forces landed on St. Simons Island and camped at Fort St. Simons. On July 7, they tried to attack Fort Frederica, but Oglethorpe's troops pushed them back in the Battle of Bloody Marsh. Using clever tactics, Oglethorpe tricked the Spanish into thinking British reinforcements were coming. The Spanish retreated, burning Fort St. Simons as they left. This victory ensured that Georgia remained a British colony.

After securing Georgia's defense, Oglethorpe returned to England in 1743 and never returned. He continued to support the colony and lived long enough to see Georgia become part of the United States. Before leaving, he thanked Mary Musgrove for her contributions, which continued to shape Georgia's history for years to come.

REVIEW AND SUMMARIZE

1. How was mercantilism supposed to benefit the home country?
2. Which of the three reasons for founding Georgia was the most successful?
3. How did the relationship between James Oglethorpe, Tomochichi, and Mary Musgrove benefit each of them?

Top: The British won a decisive victory over Spanish forces at the Battle of Bloody Marsh near Fort Frederica on St. Simons Island in July 1742.

Extension

Have students create a timeline and place the major events from the Defending Georgia section on it.

Answers to "Review and Summarize"

1. Mercantilism is an economic policy in which a country exports more than it imports. The colonies supplied raw materials to England, and England created finished products from those materials. The colonies served as markets for the goods produced in England.
2. Of the three founding reasons, defense was the only one that had success in the colony. Student answers will vary when citing specific examples.
3. Student answers will vary. Possible answers include: Tomochichi gave land to Oglethorpe. In return, Oglethorpe provided protection to the Yamacraw. Mary Musgrove served as interpreter, which helped Oglethorpe and Tomochichi communicate. Mary Musgrove gained influence and trading opportunities within the Creek and British communities.

Notes

Main Idea and Supporting Details

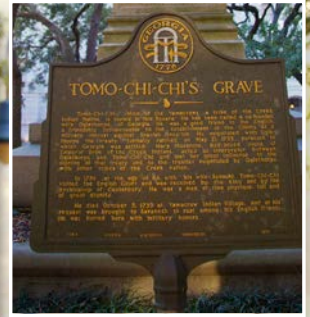
According to the Special Feature, Tomochichi's Funeral, "Georgia trustee General James Oglethorpe and Yamacraw Chief Tomochichi developed mutual respect and friendship during the colony's early years." Provide text evidence to support the statement. (For graphic organizers for the main idea and supporting details, see Smart Reading on the Teacher Tech website.)

Special Feature Tomochichi's Funeral

Georgia trustee General James Oglethorpe and Yamacraw Chief Tomochichi developed mutual respect and friendship during the colony's early years. On October 5, 1739, Tomochichi died while Oglethorpe was visiting the Creek town of Coweta in what is now west Georgia.

Tomochichi had helped the Georgia colony by agreeing to give land to the colonists and keeping the peace between the British and other Creek Indians. He, his wife, and his nephew had traveled to England with Oglethorpe, further strengthening their friendship. Trust Secretary William Stephens said in his journal that Oglethorpe "always esteemed him [Tomochichi] as a Friend of the colony." When Oglethorpe returned to Savannah from Coweta and learned of Tomochichi's death, he wanted to honor him.

Tomochichi's body was brought to Savannah from his Yamacraw village by boat. A procession of colonists and American Indians followed the coffin to the burial site in one of the main squares, present-day Wright Square. Both Oglethorpe and Stephens were pallbearers, along with four military officers. As part of the ceremony, guns called "minute guns" were fired once a minute seven times to honor Tomochichi as a warrior. That was followed by three firings of muskets by the forty militiamen in attendance, a salute given to all soldiers. William Stephens said that it was a tribute to Tomochichi and an example to the American Indians of "how great regard the English would pay to all their nations, who maintain a true friendship with us." As a memorial to Tomochichi, they marked his grave with stones. That memorial was moved in the 1880s, and in 1899 a granite boulder was dedicated in the square in his honor.



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Notes

SECTION 2

Diverse Groups in the Georgia Colony

AS YOU READ, LOOK FOR...

- » reasons for diverse groups settling in Georgia;
- » the role diverse groups had in settling Georgia;
- » term: **Malcontents**.

In the spring of 1734, James Oglethorpe went to England, taking with him Tomochichi and other American Indians. They were very popular there during the four months they stayed, even meeting the royal family and the Archbishop of Canterbury, the head of the Church of England. Oglethorpe used his time in England to advertise the Georgia colony, raise money, and prepare for the colony's future defense.

When he returned to Georgia in 1736, Oglethorpe brought cannons and other weapons for defense. Also on this return voyage were two new Church of England ministers for the colony, brothers John and Charles Wesley. Born at Epworth in England, John and Charles graduated from Christ Church College of Oxford University. Other members of the Church of England began to call them "Methodist" because of the methodical way they tried to live a holy life. At that time, Georgia was considered a frontier in need of missionary services. John became a missionary and hoped to work with the American Indians and perhaps convert some to the Christian faith. Charles came with his brother to Georgia, working as a secretary for Oglethorpe and serving as a pastor at Fort Frederica.

John was the minister for the Savannah colonists at Christ Church. However, some colonists did not appreciate the strictness of religious life that both brothers tried to encourage. Charles returned to England in 1736. John stayed until 1738. After returning to England, John had a spiritual experience at a religious meeting. Charles had a similar experience. This led them to become traveling preachers. Charles expressed his religious passion through preaching and writing hundreds of hymns. Although the brothers did not intend to found a new religious group, Methodism grew as a separate and highly influential one in Georgia.

Opposite Page, Background: A memorial boulder in the southeast corner of Wright Square in Savannah at the gravesite of Tomochichi.

Inset, Left: Yamacraw Chief Tomochichi.

Inset, Right: Historical marker at Tomochichi's gravesite. **Below:** Christ Church was founded in 1733 as the first house of worship in the colony of Georgia. The current structure was completed in 1819.



Section 2 Diverse Groups in the Georgia Colony

Outline

- A. Jewish Settlers
- B. The Salzburgers
- C. The Highland Scots
- D. The Malcontents

Materials

Student Textbook, pages 149-152

Student Audiobook

Student Activity Sheets

Teacher Tech Website

- » Guided Reading
- » Internet Activity
- » Lesson Planner
- » PowerPoint
- » Quick Notes
- » Smart Reading Handbook
- » State Standards and Correlation
- » Visual Aids
- » Wrap-Up Game

Introduction

Tell students that they will learn about the diverse settlers who came to Georgia and how their differences helped or challenged life in the colony.

FEATURED STRATEGY

Graphic Organizer

Have students complete a graphic organizer for each of the diverse groups in Georgia. Tell them to include where each group was from, the location they settled, their way of life, and the benefits to the colony.

New Settlers	Where From	Location of Settlement	Way of Life	Benefits to the Colony
Jewish Settlers				
Salzburgers				
Highland Scots				
Malcontents				

Video

Show the Georgia Stories video “Georgia’s Oldest Congregation” at www.gpb.org/georgiastories.

Did You Know?

The town of Wrightsboro, now in McDuffie County, was settled by Quakers, a Christian religious group known for their larger colony in Pennsylvania.

Jewish Settlers

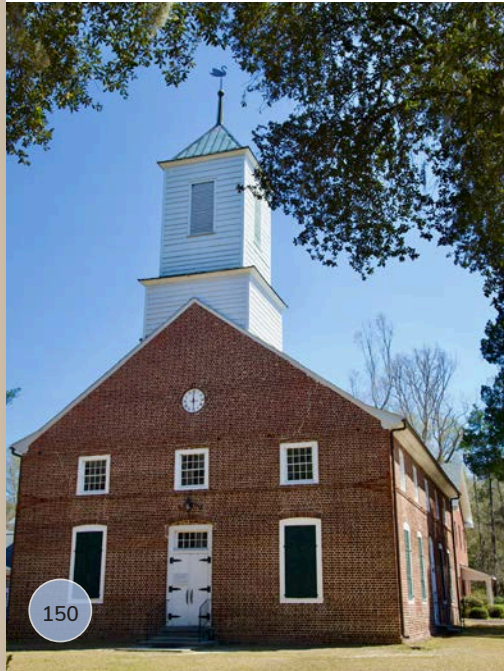
Only a few months after the colony began, a ship carrying forty-two Jews arrived unexpectedly from England. The Jewish community in London had paid for their voyage, although they had not asked the trustees for permission to come. The trustees, who wanted Protestant Christians in the colony, did not like the idea of the Jews living in Georgia. However, the colony’s only doctor and about twenty colonists had died due to a fever, and among the Jews was Dr. Samuel Nunez. In need of a physician, Oglethorpe decided the Jews could stay and granted them land lots. Dr. Nunez was able to save the lives of some of the victims of the fever that was killing so many Georgians.

The Salzburgers

In some parts of Europe, people were persecuted for their religion. In Europe in the 1700s, citizens of a country were required to belong to the religion established by the government. In some areas and countries, Roman Catholics were in power; in other areas, Protestant Christians of various denominations were in charge. The British tolerated different religious groups, but they did not allow total religious freedom. Those who were not members of the Church of England were under certain restrictions, and their taxes were used to support the government-established religion. In other places in Europe, those who did not practice the official religion faced persecution.

The German-speaking Lutherans who lived in and near Salzburg in central Europe were an example of a persecuted people. A supporter, the Reverend Samuel Urlsperger, contacted the trustees, who agreed to allow them to become colonists. The first Salzburgers arrived in 1734. Oglethorpe gave them land to settle about twenty-five miles up the Savannah River. They called the site Ebenezer, which means “stone of help.” The first site turned out to be too swampy, so two years later, they asked for and received better land. They called this town New Ebenezer. There, they built a church, school, orphanage, and mills. Under the leadership of their minister, John Martin Bolzius, the Salzburgers became hardworking colonists.

The Salzburgers were successful farmers who were happy in New Ebenezer with their fifty-acre grants. They supported the law against slavery and the trustees’ vision of small farms. They were the colonists most dedicated to producing silk. They were grateful to the trustees for giving them a new life where they could practice their Lutheran faith without persecution, so they defended the trust and its policies.



Notes

The Highland Scots

Oglethorpe himself recruited one of the groups who came to settle in the Georgia colony. Since the relationship between Great Britain and Spain was so tense, Oglethorpe was concerned about Georgia's defense and whether a war would break out. To have colonists who could serve as soldiers in the south of the colony, Oglethorpe recruited men from the highlands of Scotland. The men of these Scottish clans had a reputation for being good soldiers and fighters. Many of these Highland Scots settled in the town of Darien near the abandoned Fort King George. They helped build other forts on Georgia's islands. They also fought in the Battle of Bloody Marsh.

The Malcontents

Some Georgia colonists became unhappy with the trustees' policies and laws. The Rum Act, for example, which banned the use of rum, was often ignored. By the early 1740s, no one tried to enforce it. Before they left England, some colonists objected to the rule that women could not inherit land. Men thought it was not fair that they might work hard to clear and plant land and build houses that would be given to the trust if they had no male heirs. They also worried about what would happen to their widows and daughters. The trustees had to agree to consider allowing women to inherit. The colonists were also frustrated that grapes, olives, and mulberry trees did not grow well in coastal Georgia after all.

Some of the strongest complainers were labeled **Malcontents**. Most of the Malcontents were Scottish settlers who had paid their own passage and did not like the trustees' land policies. By 1738, they had become more organized and sent a petition to Great Britain calling for changes. They especially did not want to be limited to five hundred acres. They knew that plantations in South Carolina made high profits because they could grow rice. Rice required not only many acres of land but also many workers. A small farmer with only fifty acres could not grow it profitably. The Malcontents pressured the trust to allow enslaved people in order to increase the labor force.

REVIEW AND SUMMARIZE

1. Why were the Jews, Salzburgers, and Highland Scots allowed to settle in Georgia?
2. What role did the Highland Scots have in settling Georgia?
3. How were the Malcontents different than other settlers in Georgia?
4. What were the Malcontents' chief complaints, and what were their suggestions for improving life in Georgia?

Did You Know?

Most of Georgia's colonial rice production lay along the four "rice rivers": the Savannah, Ogeechee, Satilla, and Altamaha.

Did You Know?

Examination of modern-day satellite images of Georgia's coast reveals straight-line waterways that are evidence of historic rice plantations.

Opposite Page: Jerusalem Lutheran Church, founded by the Salzburgers in 1733, is the oldest continuously worshipping Lutheran Church in America. In 1769, the congregation completed this brick church building in New Ebenezer.

Video

Show the Georgia Stories video "The Scottish Highlanders" at www.gpb.org/georgiastories.

Answers to "Review and Summarize"

1. When the ship carrying 42 Jews arrived, many colonists had died due to a fever. There was a doctor among them who was needed to help the colonists. The Salzburgers experienced religious persecution and asked the trustees if they could settle in the Georgia colony. The Highland Scots were recruited by Oglethorpe to have colonists who could serve as soldiers.
2. The Highland Scots had a reputation for being good soldiers. They could help defend Georgia.
3. Most of the Malcontents were Scottish settlers who had paid their own passage and disagreed with the trustees' policies and laws.
4. The Malcontents did not like the trustees' land policies. The limit of 50 acres would not allow them to grow rice and make it profitable. They also did not agree with the ban on slavery. They wanted to increase the labor force.

Notes

Extension

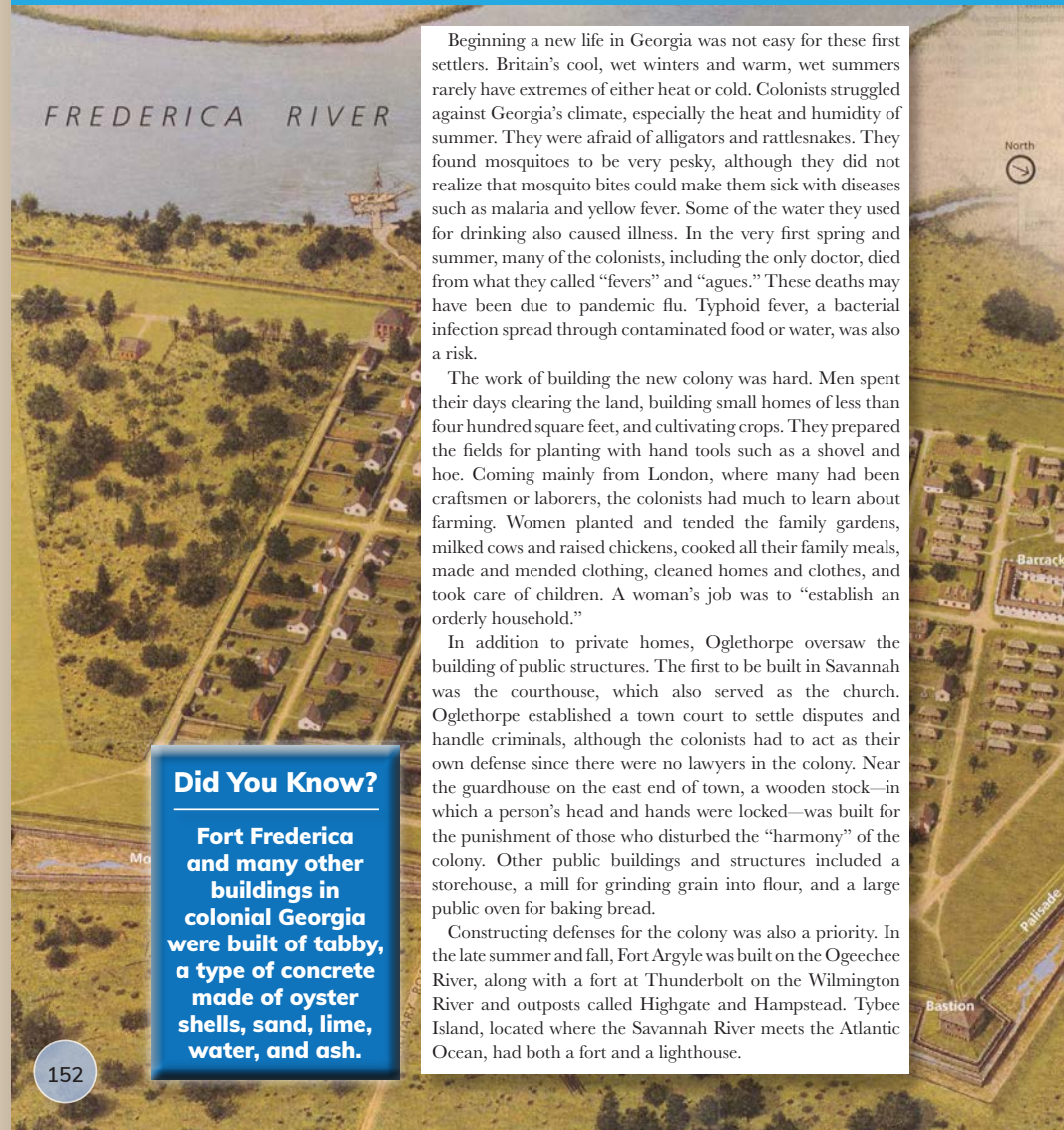
After reading *Life in Early Georgia*, have students engage in Think-Pair-Share. (See *Smart Reading* on the Teacher Tech website.) Ask students the following questions during the Think-Pair-Share: What surprised you the most about life in the Georgia colony? What role do you think was the hardest, and why? How did the environment and disease affect the success of the colony?

Video

Show the Georgia Stories video “Daily Life in Georgia” at www.gpb.org/georgiastories.

Special Feature

Life in Early Georgia



Beginning a new life in Georgia was not easy for these first settlers. Britain's cool, wet winters and warm, wet summers rarely have extremes of either heat or cold. Colonists struggled against Georgia's climate, especially the heat and humidity of summer. They were afraid of alligators and rattlesnakes. They found mosquitoes to be very pesky, although they did not realize that mosquito bites could make them sick with diseases such as malaria and yellow fever. Some of the water they used for drinking also caused illness. In the very first spring and summer, many of the colonists, including the only doctor, died from what they called “fevers” and “agues.” These deaths may have been due to pandemic flu. Typhoid fever, a bacterial infection spread through contaminated food or water, was also a risk.

The work of building the new colony was hard. Men spent their days clearing the land, building small homes of less than four hundred square feet, and cultivating crops. They prepared the fields for planting with hand tools such as a shovel and hoe. Coming mainly from London, where many had been craftsmen or laborers, the colonists had much to learn about farming. Women planted and tended the family gardens, milked cows and raised chickens, cooked all their family meals, made and mended clothing, cleaned homes and clothes, and took care of children. A woman's job was to “establish an orderly household.”

In addition to private homes, Oglethorpe oversaw the building of public structures. The first to be built in Savannah was the courthouse, which also served as the church. Oglethorpe established a town court to settle disputes and handle criminals, although the colonists had to act as their own defense since there were no lawyers in the colony. Near the guardhouse on the east end of town, a wooden stock—in which a person's head and hands were locked—was built for the punishment of those who disturbed the “harmony” of the colony. Other public buildings and structures included a storehouse, a mill for grinding grain into flour, and a large public oven for baking bread.

Constructing defenses for the colony was also a priority. In the late summer and fall, Fort Argyle was built on the Ogeechee River, along with a fort at Thunderbolt on the Wilmington River and outposts called Highgate and Hampstead. Tybee Island, located where the Savannah River meets the Atlantic Ocean, had both a fort and a lighthouse.

Did You Know?

Fort Frederica and many other buildings in colonial Georgia were built of tabby, a type of concrete made of oyster shells, sand, lime, water, and ash.

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Notes

SECTION 3

Georgia from Trustee to Royal Colony

AS YOU READ, LOOK FOR...

- » the changes of Georgia from trustee to royal colony;
- » the growth of slavery in the colony;
- » terms: **royal colony**, **indentured servant**, **headright system**, **cash crops**.

Throughout the trustee period, Georgians spent most of their time working to meet their basic needs. Their focus was to survive each day by building homes, clearing land, planting and tending their crops, and providing food and clothing for themselves. The trustees continued to try to govern the colony from Great Britain, although they did not understand what living in the colony was like. They appointed men in Georgia to report to them and carry out their instructions, but they never allowed much government representation for their colonists. Despite the trustees' plans, rules, and dreams, the economy did not develop as they had hoped. Although some areas did experience economic growth, most colonists' focus was on meeting their basic needs. There was little time to plan for economic expansion, education, or religion.

The End of the Trustee Period

By the late 1740s, many of the trustees were disillusioned. Their early vision of the colony had failed. The cultivation of olives and grapes had not been successful. Production of silk was a disappointment. The trustees had given in to demand for changes in the land policies, on the sale and use of rum, and on slavery. Maintaining enthusiasm on the trustee board became increasingly difficult. Sometimes, they did not even have enough people at their meetings to conduct business. When Parliament failed to provide additional funds for Georgia in 1751, the trustees voted to turn the colony over to the British government. Georgia became a **royal colony** under the control of the king. Under the trustees, rum and other hard liquors were banned. This ban was officially lifted when Georgia became a royal colony.

Opposite Page, Background: Fort Frederica on St. Simons Island. **Below:** This statue of James Oglethorpe in Chippewa Square, Savannah, faces south so he can keep a watchful eye on the Spanish in Florida.



Section 3 Georgia from Trustee to Royal Colony

Outline

- A. The End of the Trustee Period
- B. Becoming a Royal Colony

Materials

Student Textbook, pages 153-158

Student Audiobook

Student Activity Sheets

Teacher Tech Website

- » Guided Reading
- » Internet Activity
- » Lesson Planner
- » PowerPoint
- » Quick Notes
- » Smart Reading Handbook
- » State Standards and Correlation
- » Visual Aids
- » Wrap-Up Game

Introduction

Have students look at the images and graphs in the section. Tell students to write what they notice in the images and graphs. Have students share with a partner what they wrote. Allow some students to share their responses with the class.

FEATURED STRATEGY

Contrast

Have students complete a graphic organizer to record information about Georgia as a trustee colony and as a royal colony in terms of land ownership, slavery, alcohol, and government. After completing the information, have students contrast the information. Provide students with sentence frames. Possible sentence frames could include:

- » Land ownership in the trustee colony was ____, while land ownership in the royal colony was ____.
- » One difference between slavery in the trustee colony and the royal colony was ____.

Category	Trustee Colony	Royal Colony
Land Ownership		
Slavery		
Alcohol		
Government		

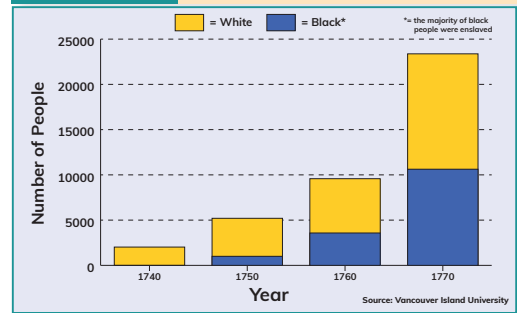
Interpreting Graphs

Have students interpret the bar graph in Figure 9.2. Tell students that a bar graph is often used to make comparisons. Use these prompting questions: What is the title of the graph? What does the vertical axis tell you? What does the horizontal axis tell you? What other information does the graph give you? (For additional prompting questions for interpreting graphs, see *Smart Reading* on the Teacher Tech website.)

Did You Know?

By the 1760s, about sixty wealthy planters from South Carolina owned rice plantations in Georgia and owned half of the colony's enslaved people.

Figure 9.2 Georgia's Population, 1740-1770



Even though Georgia did not become the colony the trustees had envisioned, it did have accomplishments. Georgia had successfully defended itself and South Carolina from Spain. Augusta had become an important trade center with the American Indians, a business that would continue to prosper until the American Revolution. The colonists had cleared fields for planting and built homes and public buildings, although most were very basic. They had learned to survive in this new environment. The king appointed a royal governor to represent the crown in Georgia. By the time he arrived, Georgia had started on the path to growth and prosperity.

Right: King George II of Great Britain appointed the colony's first royal governor.



Notes

Becoming a Royal Colony

In the years the king and his governors ruled Georgia, the colony also had its first representative assemblies or legislatures. The colony's population grew, and its economy prospered. The land available for settlement expanded as the royal governor made two important treaties with the American Indians. It was also a period of cultural growth as educational institutions, religion, and social life were established, although on a limited scale. However, this was also the time that saw the first slave laws and the beginning of the plantation system that would have a devastating effect on men and women of African heritage.

Government

The government in Georgia was quite different after the trustee period ended. The executive of the colony was a royal governor appointed by the king. He was the king's representative to the colony and the colony's representative to the king. When the trustees gave up their charter to the king, Georgia no longer had that document to serve as a framework for government. Instead, each royal governor arrived with instructions from the king, who set the rules under which he would govern Georgia. The royal governor had many powers including the right to call the legislature into session or dismiss it, grant land, commission ships, pardon those convicted of crimes, spend funds, and serve as commander-in-chief of the colony.

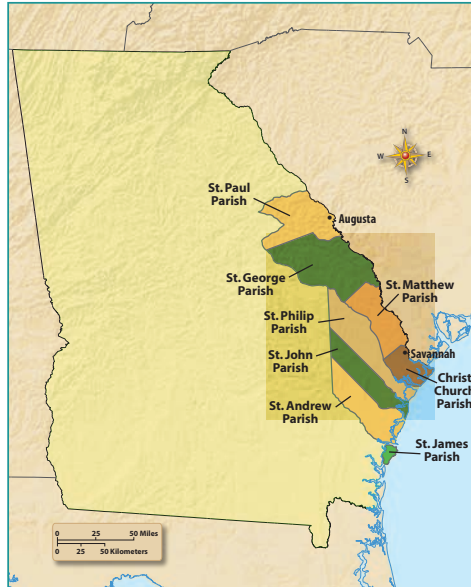
The royal government also included a twelve-member council that was officially appointed by the king. The men chosen were prominent local leaders. This Governor's Council, in addition to advising the governor, served as the upper house of the bicameral (two-house) legislature. As such, it could propose and vote on laws. The Council, along with the governor, was the colony's supreme court.

For the first time, the colony was to have an elected assembly called the Commons House of Assembly. This would be the legislature's lower house, similar to our House of Representatives. This body could also propose and vote on laws. Only the lower house could introduce bills about money.

MAP 9.2

THE ORIGINAL GEORGIA PARISHES ORGANIZED BY GOVERNOR ELLIS

Map Skill: In which parish was Savannah located?



Map Skill Answer

Christ Church Parish

Making Connections

Have students compare qualifications for serving in the Commons House of Assembly with qualifications for serving in the Georgia General Assembly today. Are voting requirements the same?

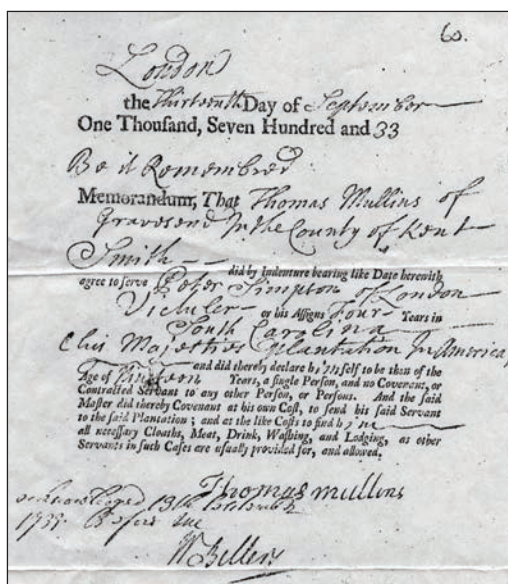
Notes

Compare and Contrast

Have students compare and contrast indentured servants and enslaved people. Have them complete the following statements:

- » Indentured servants and enslaved people were similar because they both ____.
- » Indentured servants and enslaved people were different because, while indentured servants ____, enslaved people ____.

Students can also compare and contrast by creating a Venn diagram. (For graphic organizers to compare and contrast, see *Smart Reading* on the Teacher Tech website.)



Above: This is an example of an agreement for a person to serve four years in South Carolina as an indentured servant.

Land Ownership

The key to financial success in Georgia was acquiring land. The restrictions of the trustee period were gone. In the royal period, settlers could procure land in three ways: (1) they could buy it; (2) they could receive it as a gift or an inheritance; or (3) they could receive it as a grant (gift) from the colonial government.

Every Tuesday, the governor and his Council met and made land grants. The size of a grant was based on the size of the applicant's household, which included not only family members but also indentured servants and enslaved people. An **indentured servant** was a person who sold his or her labor for a period of years in return for passage to the New World and support during the period of servitude. The head of a household could ask for one hundred acres for himself or herself and fifty additional acres for each member of the household. This method of granting land was called the **headright system**.

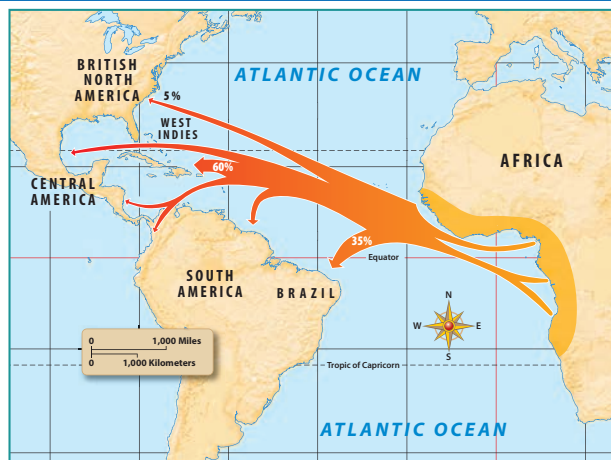
In the early years of the royal period, most settlers were attracted to the low-lying lands between the Savannah and Altamaha Rivers. In 1763, the British government extended Georgia's territory to include the land between the Altamaha and St. Marys Rivers. By this time, land in South Carolina was increasingly expensive. Many Carolinians came to Georgia, bringing enslaved persons with them, along with knowledge of rice and indigo production.

Enslaved People in Georgia

Both rice and indigo were cash crops that required much labor. **Cash crops** are crops that are grown to be sold for income. Indentured servants from Europe had been part of trustee Georgia, but they became less desirable in the royal period. The indentured servants were free when they completed their term, and the planters had to find new workers. Planters who grew rice and indigo relied increasingly on the labor of enslaved people, who remained a permanent workforce. Slavery was allowed in Georgia near the end of the trustee period and increased during the royal period.

Notes

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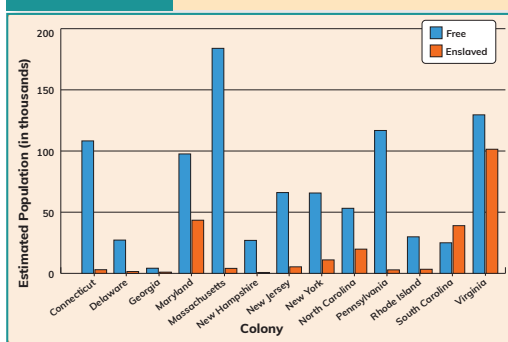


MAP 9.3 TRANS-ATLANTIC SLAVE TRADE

Map Skill: According to this map, what percentage of slaves taken from West Africa came to British North America?

Although some people in other colonies had tried to enslave American Indians as labor, enslaved people in royal Georgia were of African heritage. In the 1750s, most were brought to Georgia from other colonies or from the Caribbean islands. Georgians also went to South Carolina to purchase enslaved people. By the mid-1760s, enslaved people came directly to the port of Savannah, mainly from areas in West Africa. More of the enslaved people were men than women because men were needed for the physical work of clearing fields on new plantations. The larger the plantation, the higher the percentage of enslaved males. Until the 1770s, most of Georgia's enslaved people lived in the coastal areas, and most were on plantations rather than on smaller farms.

Figure 9.3 Population of British Colonies (1750, estimate)



REVIEW AND SUMMARIZE

1. In what ways was the government under the royal period different than the government of the trustee period?
2. How did the headright system benefit the Georgia colony? How did settlers benefit?
3. What factors increased the demand for enslaved labor in the Georgia colony?

Map Skill Answer

5 percent

Interpreting Graphs

Have students interpret the bar graph in Figure 9.3. Remind students that a bar graph is often used to make comparisons. Use these prompting questions: What is the title of the graph? What does the vertical axis tell you? What does the horizontal axis tell you? What other information does the graph give you? (For additional prompting questions for interpreting graphs, see *Smart Reading* on the Teacher Tech website.)

Answers to “Review and Summarize”

1. Student answers may vary. Possible responses might include: The trustee period was run by a group of trustees from England who followed the rules outlined in a charter. The colonists had no say in their government. In the royal government, a royal governor was appointed by the king, and there was a Governor's Council and a Commons House of Assembly.
2. In the headright system, each head of the household could ask for 100 acres for himself or herself and 50 additional acres for each member of the household. The colony benefited by increasing its population and growing its economy. The settlers benefited by being able to receive land without having to purchase it.
3. As more cash crops were grown in the colony, more workers were needed. During the royal colony period, slavery was allowed, and the number of enslaved people grew as demand for cash crops increased.

Notes

Critical Thinking

Ask students the following question: Do you think Mary Musgrove was treated fairly for the help she gave the British? Why or why not? Allow students to engage in Think-Pair-Share. (See Smart Reading on the Teacher Tech website.)

Special Feature Mary Musgrove and Her Land Claims

During the trustee period, Mary Musgrove was an invaluable aid to the young Georgia colony, serving as an interpreter and a diplomat. As the daughter of an English trader father and an American Indian mother, she was able to bridge the two worlds. Her mother was the sister of the Muscogee (Creek) leader Brim. After he died, her cousin Malatchi became an important chief.

In the original agreement between Oglethorpe and Tomochichi, the American Indians had allowed the British to settle along the coast. They had reserved for themselves their tract near Savannah on three islands: Ossabaw, St. Catherines, and Sapelo. In 1737, Tomochichi granted Mary land near Savannah; several years later, Malatchi gave Mary the three islands belonging to the Muscogee (Creek). However, the trustees and the British government refused to recognize the American Indians' right to grant land to individuals.

Mary believed that she had never been adequately rewarded for her services to the British. When he left in 1743, Oglethorpe had given Mary a diamond ring and promised that she would be rewarded for her efforts on the colony's behalf. When that did not happen, Mary and her husband, Anglican minister Thomas Bosomworth, began to push to have her claims recognized. In July 1749, over two hundred Muscogee (Creek), led by Malatchi, visited Savannah for a month to arrange for Mary's claims. In 1754, Mary and her husband went to London to present her case to the British government. The government referred the issue to the Georgia courts. While Mary was in England, the authorities in Georgia made an agreement with some of the Muscogee (Creek) towns to sell the disputed land to the British. Malatchi, however, did not agree to this.

When Henry Ellis became the royal governor, the dispute had still not been resolved. Governor Ellis proposed a settlement: Mary would receive St. Catherines Island (where she lived) and a sum of money from the proceeds of the sale of Ossabaw and Sapelo Islands. The British government agreed to the compromise. In 1760, Mary signed an agreement giving up the other two islands. The governor then signed a grant for the 6,200 acres of St. Catherines Island.



Notes

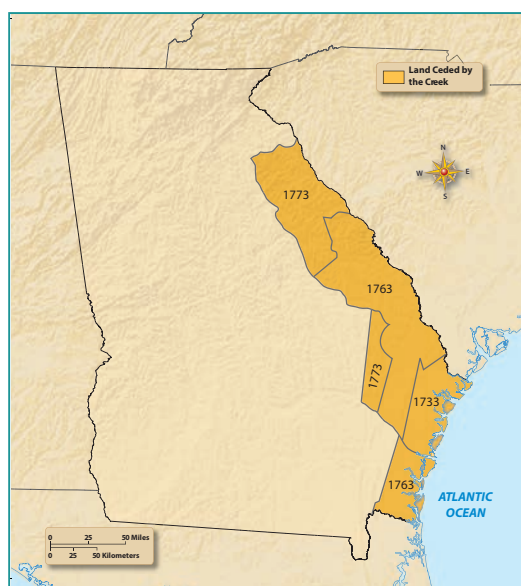
SECTION 4

Economic Development in Royal Georgia

AS YOU READ, LOOK FOR...

- » the economy of early Georgia;
- » the crops grown in Georgia;
- » how towns grew;
- » terms: **subsistence crops**, **naval stores**.

The royal period was a time of growth and increasing prosperity for the colony. Georgia's economic base remained agriculture, and farmers introduced new crops to the colony. Some of those crops required a great deal of work to grow, leading to the growing use of labor from enslaved people. The land policy changed, making it easier for settlers to obtain land and allowing them to have much larger land holdings. By the end of the period, Georgia's economy was becoming similar to the economy of its South Carolina neighbor.



In Other Words

The European settlers referred to the indigenous people they encountered in coastal Georgia as Creek Indians. In modern times, the terms Muscogee or Muscogee (Creek) are commonly used.

MAP 9.4

INDIAN LAND CESSIONS

Map Skill: In what year was the largest land cession made?

Opposite Page, Background: As a reward for her aid to the Georgia colony, the British government gave Mary Musgrove 6,200 acres of St. Catherines Island. **Opposite Page, Inset:** Mary Musgrove and her last husband, Reverend Thomas Bosomworth, pushed the British to recognize her claims.

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Section 4 Economic Development in Royal Georgia

Outline

- A. A Changing Economy
- B. Important Agricultural Products
- C. The Growth of Towns

Materials

Student Textbook, pages 159-161

Student Audiobook

Student Activity Sheets

Teacher Tech Website

- » Guided Reading
- » Internet Activity
- » Lesson Planner
- » PowerPoint
- » Quick Notes
- » Smart Reading Handbook
- » State Standards and Correlation
- » Visual Aids
- » Wrap-Up Game

Introduction

Before reading, have students recall the changes that took place once the charter ended and Georgia became a royal colony.

Map Skill Answer

1763

FEATURED STRATEGY

Creative Writing

Have students write several "Help Wanted" ads for the Georgia Gazette, Georgia's first newspaper. These jobs should come from the section. Encourage students to be creative. (Note: You may need to share some examples of "Help Wanted" ads.)

Interpreting Graphs

Have students interpret the bar graph in Figure 9.4. Remind students that a bar graph is often used to make comparisons. Use these prompting questions: What is the title of the graph? What does the vertical axis tell you? What does the horizontal axis tell you? What other information does the graph give you? (For additional prompting questions for interpreting graphs, see *Smart Reading* on the Teacher Tech website.) Have students compare and contrast the information provided in the graph. Provide students with sentence frames:

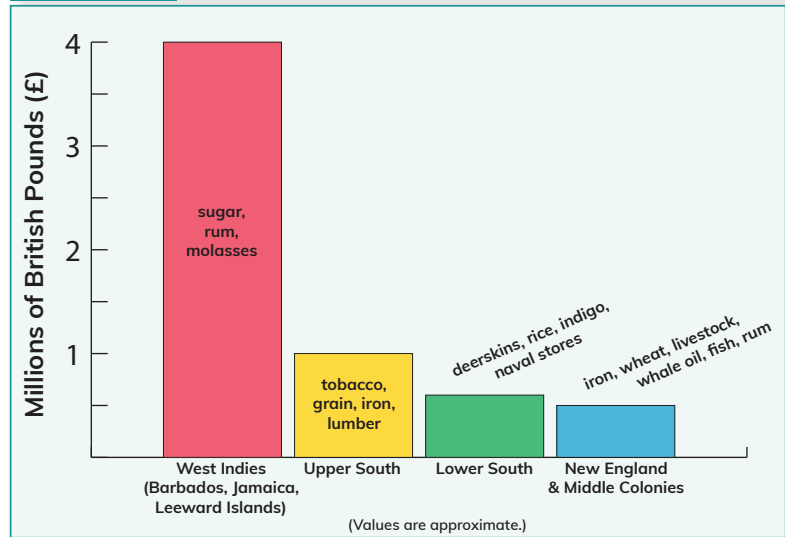
- » One similarity between ____ and ____ is ____.
- » One difference between ____ and ____ is ____.

A Changing Economy

Georgia's early economy depended on small-scale farming and trade. All Georgia farmers grew food crops like corn, beans, peas, potatoes, and garden vegetables. These were **subsistence crops**, meaning they were used to meet the needs of farmers and their families. Corn, which they learned to cultivate from the American Indians, became the major food of most diets. It could be ground into flour for bread. If a farmer had a surplus of crops (more than they needed), the farmer would try to sell it, usually in the nearby town or community. Vegetables that would spoil quickly could not be taken very far, so they had to be sold nearby. The farmers also raised chickens, cows, and pigs.

Georgians also made money from their pine trees. The trees were valuable for their timber and gooey sap, used to manufacture tar, pitch, and turpentine. The Royal Navy used tar and pitch to plug gaps in wooden ships to make them waterproof and used turpentine for cleaning. These products were known as **naval stores**.

Figure 9.4 Value of Annual British Colonial Exports (early 1770s)



Important Agricultural Products

Wheat, rice, indigo, silk, and tobacco were essential agricultural products that significantly influenced the colony's economy. Wheat, for example, was a basic food crop used for making bread. Wheat could be exported as a grain or milled into flour.

The low-lying coastal areas were good for growing rice because that crop requires fields that can be flooded at certain points. Cultivating rice also required many workers, so family farms did not produce rice. Large rice plantations began as Georgia's ban on slavery ended. The increase in large plantations growing cash crops increased the colony's overall wealth.

Notes

By the 1750s, Georgia planters were also growing the indigo plant. Indigo, which was used to make blue dye for clothing, was in high demand in Europe. Its cultivation had begun in South Carolina, but it also grew well in Georgia. Georgia's production of the dye was at its highest in 1775 when 22,000 pounds were shipped to England.

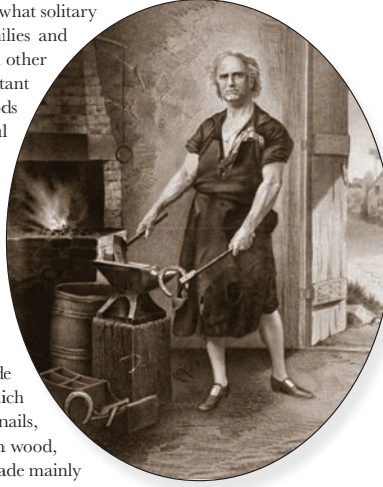
Silk was made from silkworms and used to make fabrics, although it was less successful in Georgia. Many settlers did not know how to care for silkworms, and the mulberry trees did not thrive as well as expected in Georgia's climate.

Tobacco was an extremely profitable cash crop in high demand in Europe. With the introduction of enslaved labor, tobacco production became more successful, and it became one of Georgia's most important exports.

The Growth of Towns

Most Georgians were farmers or planters. They lived somewhat solitary lives at a great distance from people other than their families and fellow farm workers. Georgia's towns and villages supported other occupations. In Augusta, for example, several important American Indian traders formed a company trading in goods such as deerskins. The town of Savannah had many successful merchant firms. Professionals also worked in towns. Doctors practiced medicine and pharmacy, although some early "treatments" like bleeding could result in weakening the patient. Savannah also had many government officials. Lawyers, who had not been allowed to practice in the colony during the trustee period, came to Georgia during the royal period. They were respected and valuable members of the colony. Many of these prominent townspeople also owned plantations in the countryside.

Communities had artisans such as coopers, who made buckets and barrels. Cartwrights built carts and buggies, which were pulled by horses or mules. Blacksmiths made tools, nails, horseshoes, and other items from iron. Carpenters built with wood, and tanners made leather goods from animal skins. Bakers made mainly bread, tailors sewed men's clothing, and chandlers made candles. In the ports of Savannah and Sunbury, there were men who built and repaired boats and ships. James Johnston made his living as a printer of the Georgia colony, founding the first newspaper. A few men made money by teaching children for a fee. Some men and a few women made their income by operating taverns and inns, the colonial equivalent of restaurants and hotels. These were places for people to eat and sleep, but they also served as gathering places where people talked about the events of the town. Taverns later served as meeting places for unhappy colonists who would later support the American Revolution.



Above: The blacksmith was one of the most important artisans in any town, producing and repairing almost anything made of iron, including horseshoes, tools, nails, and blades for knives and swords.

REVIEW AND SUMMARIZE

1. Which five agricultural products contributed to the growth of Georgia's economy as a royal colony?
2. How did the economy of Georgia change as a royal colony?
3. What types of services could be found in Georgia's towns during the royal period?

Video

Show the Georgia Stories video "Georgia's Oldest Business" at www.gpb.org/georgiastories.

Answers to "Review and Summarize"

1. Wheat, rice, indigo, silk, and tobacco contributed to the growth of Georgia's economy.
2. The land policy changed, making it easier for settlers to acquire land and allowing them to have much larger land holdings. Towns grew and supported other occupations and artisans. By the end of the period, Georgia's economy was becoming similar to its South Carolina neighbor.
3. Student answers will vary. Possible responses include trading, merchants, doctors, government officials, and artisans. Students may include specific jobs held by artisans.

Notes

Chapter Review

Summarizing

Before having students look at the Chapter Summary, ask them to write down the heading for each section in the chapter. Then, have them list the main idea for each. Have students compare their lists with a partner and then with the summary in the textbook.

Chapter Review

CHAPTER SUMMARY

Section 1: Georgia's Founding

- In 1732, James Oglethorpe received the charter for the Georgia colony. The colony was established for philanthropic, defensive, and economic reasons. For 21 years, Georgia was to be governed by a board of trustees that banned alcohol, slavery, and large landholdings.
- Oglethorpe led the first settlers in 1733, establishing Savannah with the assistance of Muscogee (Creek) leader Tomochichi and interpreter Mary Musgrove. Their collaboration ensured land acquisition and fostered peaceful relations with local tribes.
- Georgia served as a buffer against Spanish Florida. Oglethorpe constructed forts, led military campaigns, and defended the colony from Spanish attacks, most notably at the Battle of Bloody Marsh in 1742.
- Georgia was meant to support Britain's mercantilist policies by cultivating silkworms, grapes, and olives, but these efforts did not succeed.
- German-speaking Lutherans from Salzburg arrived in 1734. They founded Ebenezer and later moved to New Ebenezer. They supported the trustees' policies, opposed slavery, and were committed to silk production.
- Oglethorpe recruited Scottish Highlanders to strengthen Georgia's defense against Spanish Florida. They settled in Darien, contributed to the construction of forts, and played a crucial role in the Battle of Bloody Marsh.
- Some colonists opposed trustee policies concerning land ownership, alcohol, and slavery. The Malcontents petitioned for changes, arguing that larger plantations and enslaved labor were essential for economic success.

Section 2: Diverse Groups in the Georgia Colony

- Brothers John and Charles Wesley founded the Methodist branch of Christianity. They arrived in the colony in 1736, when Oglethorpe returned to Georgia. Methodism spread and became influential throughout Georgia.
- Forty-two Jewish settlers arrived unexpectedly shortly after the founding of the Georgia colony. Despite the trustees' initial opposition, Oglethorpe permitted them to remain because Dr. Samuel Nunez helped treat a deadly fever that had claimed many lives.

Section 3: Georgia from Trustee to Royal Colony

- By 1751, the trustees, discouraged by economic failures and policy changes, surrendered Georgia to the British government. Under royal rule, limits on alcohol and slavery were removed, and the colony began to grow.
- Georgia's governance shifted to a royal governor appointed by the king, supported by a twelve-member Governor's Council and an elected Commons House of Assembly.
- After the trustee period, Georgia colonists could obtain land through purchase, inheritance, or government grants under the headright system.
- Cash crops such as rice and indigo depended on enslaved African labor. By the 1760s, enslaved individuals were directly brought to Savannah.

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Notes

Section 4: Economic Development in Royal Georgia

- During the royal period, Georgia's economy flourished due to an increasing reliance on agriculture and slave labor.
- Important agricultural products included wheat, rice, indigo, silk, and tobacco. Rice and tobacco thrived with enslaved labor. Indigo production reached its peak in 1775. Silk production was not successful.
- Augusta and Savannah developed as centers of trade, government, and professional services. Merchants, doctors, lawyers, and artisans—including blacksmiths, carpenters, and tailors—played a vital role in urban development.

ACTIVITIES FOR LEARNING

Vocabulary

Write a short paragraph containing each of the following words from one of the two vocabulary groups below. Do not repeat phrases from the chapter or write definitions of the words.

Group One

philanthropy
charter
buffer
mercantilism
militia

Group Two

trustee colony
royal colony
Malcontents
headright system
cash crop

Understanding the Facts

1. List the primary reasons for the establishment of the Georgia colony. Based on your reading in the chapter, evaluate the success or failure of each of these reasons at the end of the trustee period.
2. Define mercantilism and explain how the Georgia colony connected to this ideal.
3. Define trustees within the context of the Georgia colony and explain their role in establishing the colony.
4. Explain the role of Chief Tomochichi and Mary Musgrove in the establishment of the Georgia colony.

Developing Critical Thinking

1. If you were a citizen of London during the time that Oglethorpe and the trustees were searching for colonists, would you have signed on to settle the Georgia colony? List the advantages and disadvantages of this opportunity, as well as the risks and rewards for making this decision.
2. Evaluate the success of the Georgia colony during the trustee and royal periods. Which form of leadership do you think was more successful and why?

Writing across the Curriculum

1. Imagine you are a passenger aboard the ship *Anne*, sailing across the Atlantic Ocean to the new Georgia colony in 1733. Write at least three diary entries describing your journey on the *Anne*. How do you feel about leaving your home? What are your hopes for life in Georgia? What is daily life like on board the *Anne*? Who do you talk to? How do people keep their spirits up during the voyage?
2. Write a short paragraph that explains why the Malcontents are unhappy with Georgia's rules and slow economic progress.

Extending Reading Skills

Read *Defending Georgia* on pages 146-147. Create a timeline of the events that occurred during that period.

Applying Your Skills

Compare a map of modern-day Savannah to the early design and layout of the city under Oglethorpe. List the similarities and differences that you observe.

Exploring with Technology

The role of women during the colonial era is often ignored. Use a search engine to look for information about the daily life and roles of American Indian and European women in the colonies. Create a chart that compares various aspects of their lives.

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Answers to “Activities for Learning”

Vocabulary

Student paragraphs will vary.

Understanding the Facts

1. Reasons were philanthropy, defense, and economics. The evaluation of each role will vary.
2. Mercantilism was an economic goal of achieving a favorable balance of trade. Georgia was intended to serve as a resource for raw materials sent to England and, in return, become a market for exports from England.
3. Trustees are people who hold responsibility on behalf of others. In the context of the Georgia colony, the trustees were responsible for the colony of Georgia. The trustees convinced the king to allow them to establish the colony and manage it for a specific number of years.
4. Chief Tomochichi of the Yamacraw tribe befriended Oglethorpe and played a critical role in the early years of the colony. Mary Musgrove served as an interpreter for Tomochichi and Oglethorpe.

Developing Critical Thinking

1. Student answers will vary.
2. Student answers will vary.
Suggested items for emphasis include land ownership, slavery, and participation in the government by colonists.

Writing across the Curriculum

1. Student answers will vary.
2. Student answers will vary.

Extending Reading Skills

Student answers will vary.

Applying Your Skills

Student answers will vary.

Exploring with Technology

Student answers will vary.

Notes

[illegible]