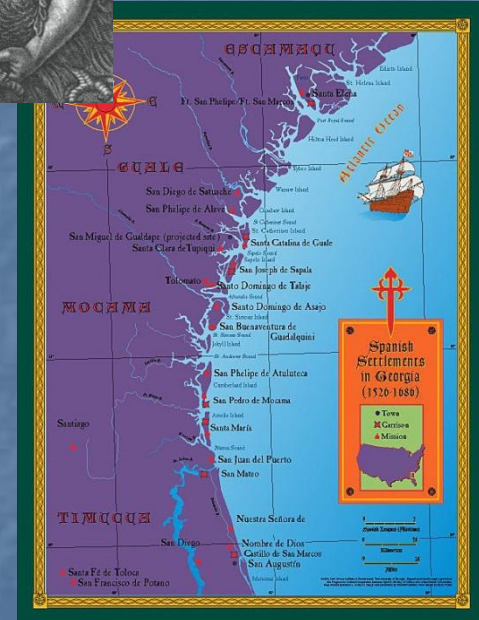
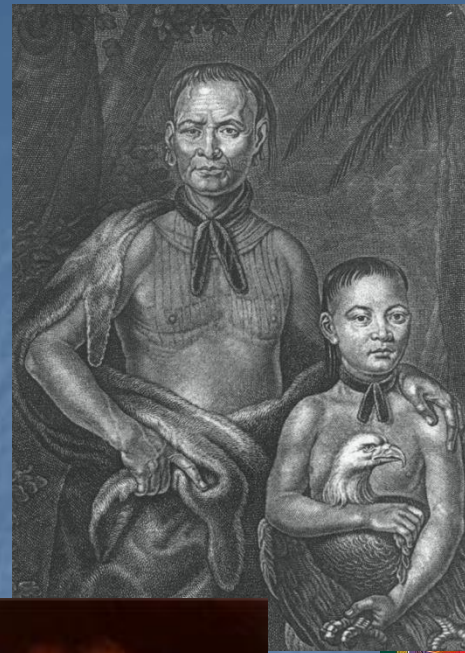


Unit 3: Exploration and Colonization



SS8H1b, SS8H1c, SS8H2, SS8G1d

Elaborated Unit Focus

This unit will focus on the geographical, political, social and economic factors that contributed to Georgia's colonization. Students will understand that **production, distribution, and consumption** of goods and services were an essential part of the economic motivation behind European **movement and migration** that led to colonial development. Students will learn that through **conflict and change** various **groups and individuals** had unintended results on the Native American culture while at the same time building a new culture of their own. They will also come to know how **location** and economic ideas are related.

THE BIG IDEA

- **SS8H1: The student will evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia**
 - Evaluate- to make a judgment as to the worth or value of something; *judge, assess*

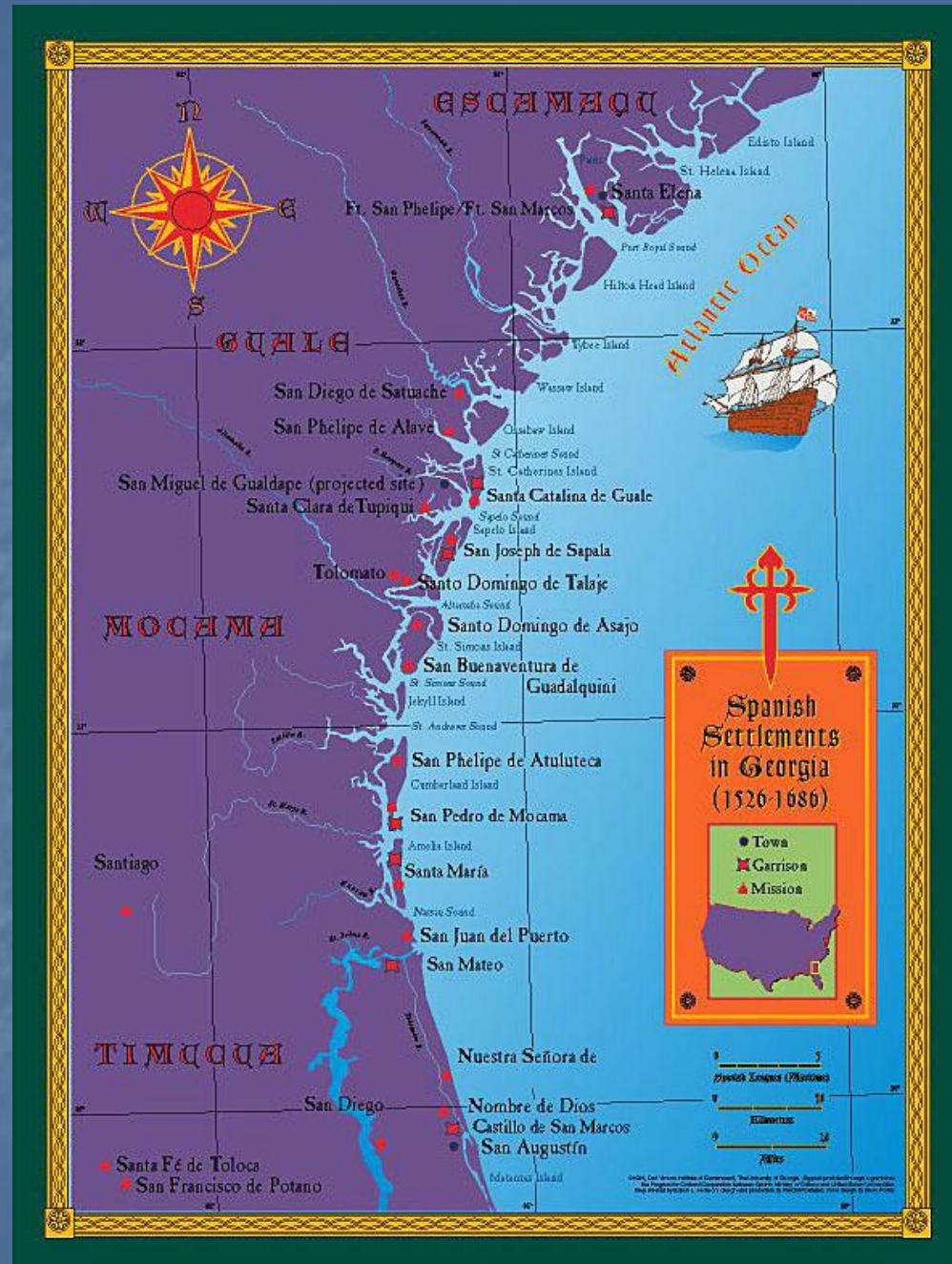
SS8H1b- European Contact

- **SS8H1b: Evaluate the impact of European contact on Native American cultures: include Spanish missions along the barrier islands, and the explorations of Hernando de Soto.**
 - Evaluate- to make a judgment as to the worth or value of something; *judge, assess*

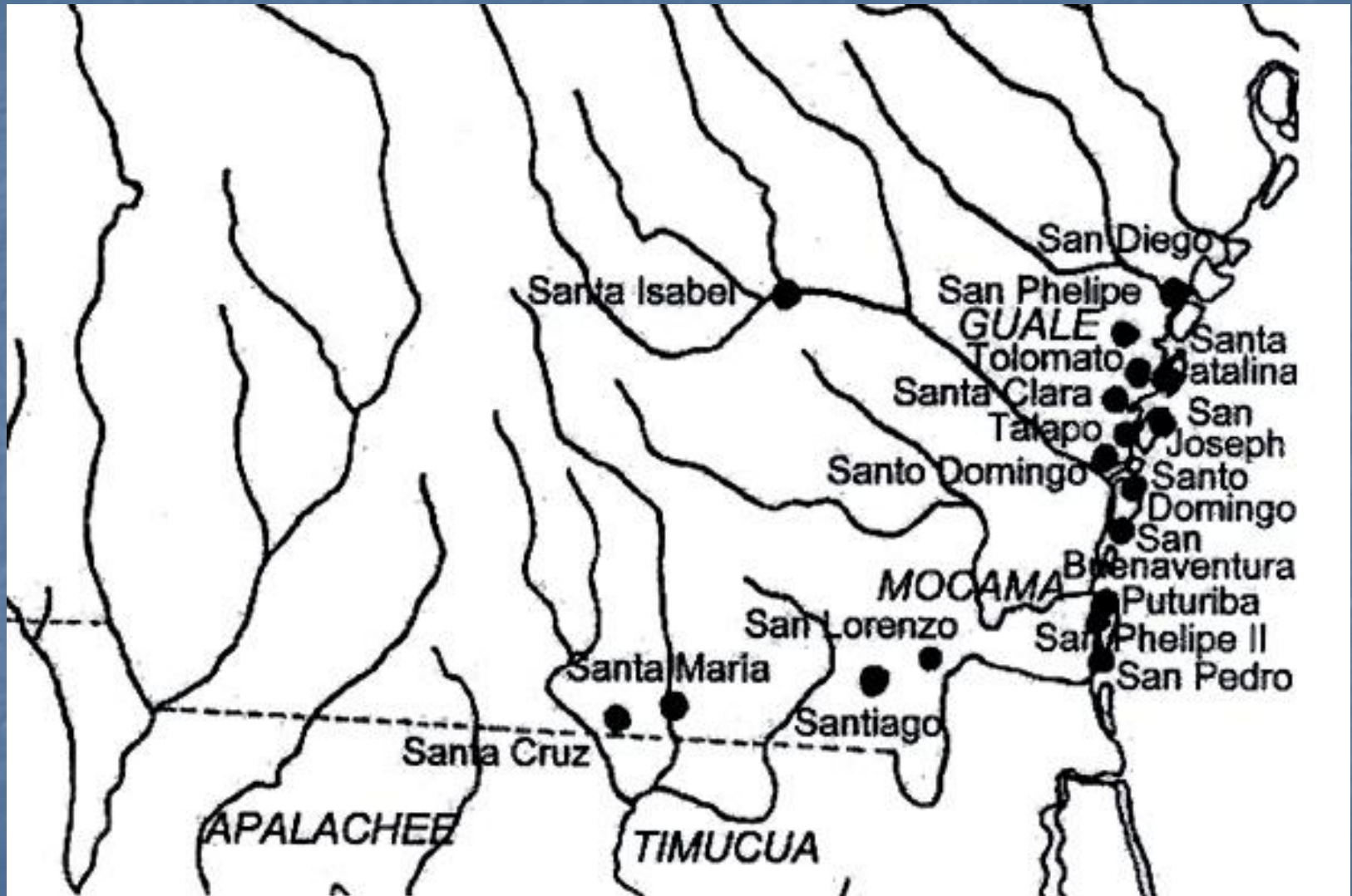
Spanish Missions

SS8H1b

- The 1st settlements in GA were established by Spain (1568 – 1684)
- Religious Missions Purpose
 - Convert Indians to Christianity
 - Spanish could occupy, hold, and settle GA frontier
 - It worked...until the British got involved
- 2 main Provinces
 - Guale (North)
 - Mocama (South)



Spanish Missions



Spanish Missions in Georgia

SS8H1b

<u>NAME OF MISSION</u>	<u>DATES</u>	<u>LOCATION</u>
■ Puturiba	(1595-1597)	Cumberland Island
■ San Buenaventura de Guadalquini	(1605-1684)	St. Simons Island
■ San Diego de Satuache	(ca. 1610-1663)	mouth of Ogeechee River
■ San Joseph de Sapala	(ca. 1605-1684)	Sapelo Island
■ San Lorenzo de Ibihica	(ca. 1620-1656)	near Folkston
■ San Pedro de Mocama	(1587-ca. 1660)	Cumberland Island
■ San Phelipe de Alave	(ca. 1610-ca. 1670)	North Newport River
■ San Phelipe II	(ca. 1670-1684)	Cumberland Island
■ Santa Catalina de Guale	(1595-1680)	St. Catherine's Island
■ Santa Clara de Tupiqui/Espogache	(1595-ca. 1670)	Sapelo River
■ Santa Cruz de Cachipile	(ca. 1625-1657)	near Valdosta
■ Santa Isabel de Utinahica	(ca. 1610-ca. 1640)	forks of Altamaha River
■ Santa Maria de los Angeles de Arapaja	(ca. 1625-1657)	Alapaha River
■ Santiago de Oconi	(ca. 1620-1656)	Okefenokee Swamp
■ Santo Domingo de Asao/Talaje	(1595-1661)	mouth of Altamaha River
■ Santo Domingo de Asao/Talaje II	(1661-1684)	St. Simons Island
■ Talapo	(1595-1597)	mainland near Sapelo Island
■ Tolomato	(1595-1597)	mainland near St. Catherine's Island

Juanillo's Rebellion

SS8H1b

- 1597: Juanillo- Guale Indian in line to become the next chief
- Juanillo had 2 wives
- Missionaries disliked this practice
- Juanillo was declared unfit to be chief and someone else chosen.
- Juanillo furious
- Juanillo assembles small army of Indians and executes 5 missionaries
- Mocama Indians step in and help Spaniards suppress the rebellion

Spanish Mission Decline

SS8H1b

- Juanillo's rebellion showed weakness in Spanish missions
- Massive decrease in Indian population b/c of disease...less customers!
- Indian slave revolts
 - Cannot develop further inland (no growth)
 - Created fear among missionaries

de Soto's Explorations

SS8H1b



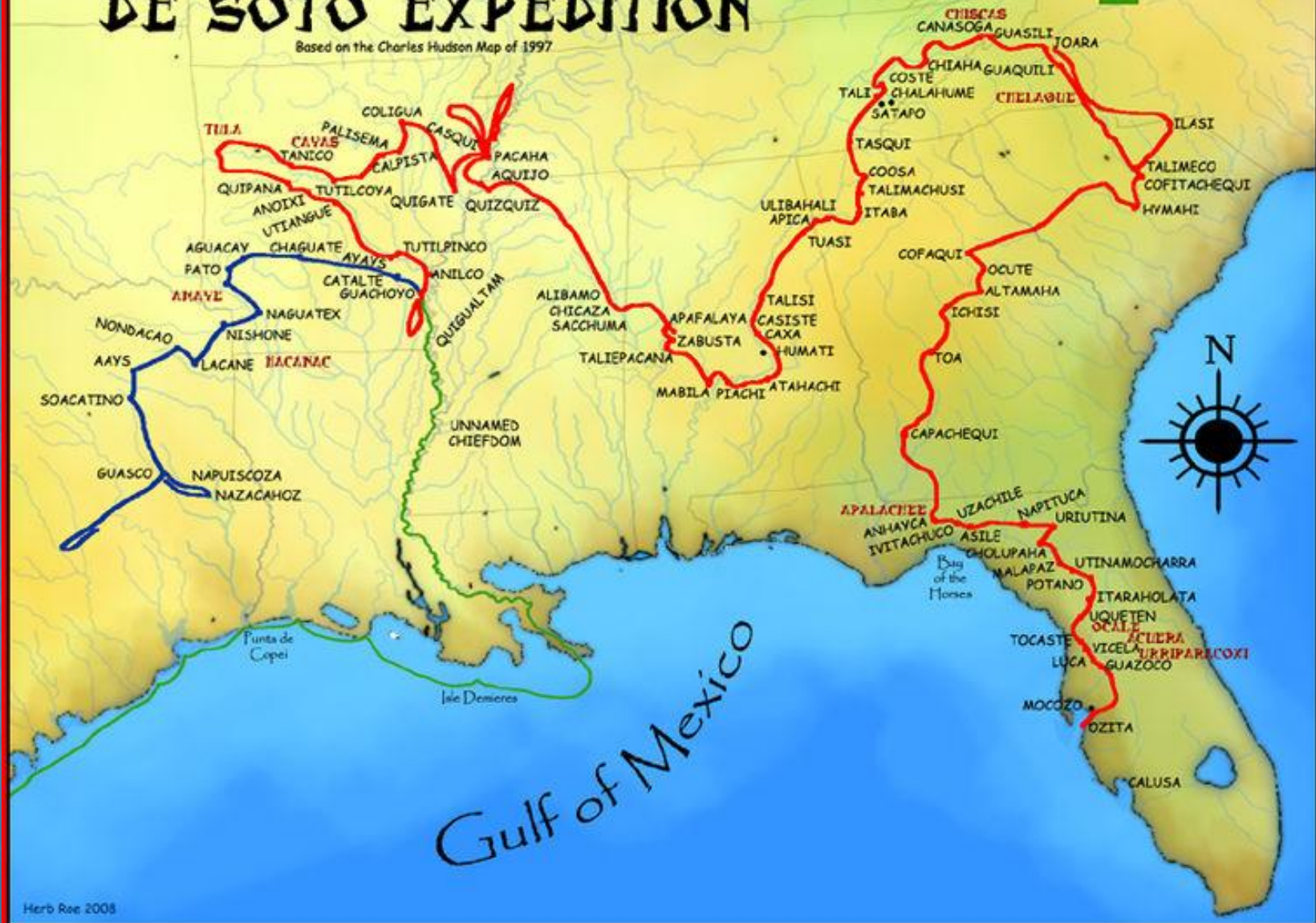
Hernando de Soto

- Hernando de Soto: the 1st European to explore what is now the state of Georgia.
- Conquistador
 - Explore and conquer
- Cruel to the Indians
 - Seen as savages
 - Held for slave labor

PROPOSED ROUTE OF THE DE SOTO EXPEDITION

Based on the Charles Hudson Map of 1997

- deSoto til death
- Moscoso to Texas
- Moscoso to Mexico



Herb Roe 2008



Should this picture be hanging in the rotunda of the U.S. capitol? Defend your answer.

Unit 3-Georgia Studies

Indians after European Contact

SS8H1b

G.S.

G.S.



- Societies vanished, assimilation
- Disease
- Private Property
- Steel Weapons
- Horses
- Survivors form modern tribes like Creek and Cherokee

Discussion

- Can you answer the Essential Question now? (H1b)
 - Conflict and Change
 - How did early European contact affect the culture of the Mississippian Indians?
 - What were the purposes of the Spanish missions and where were they located in Georgia?

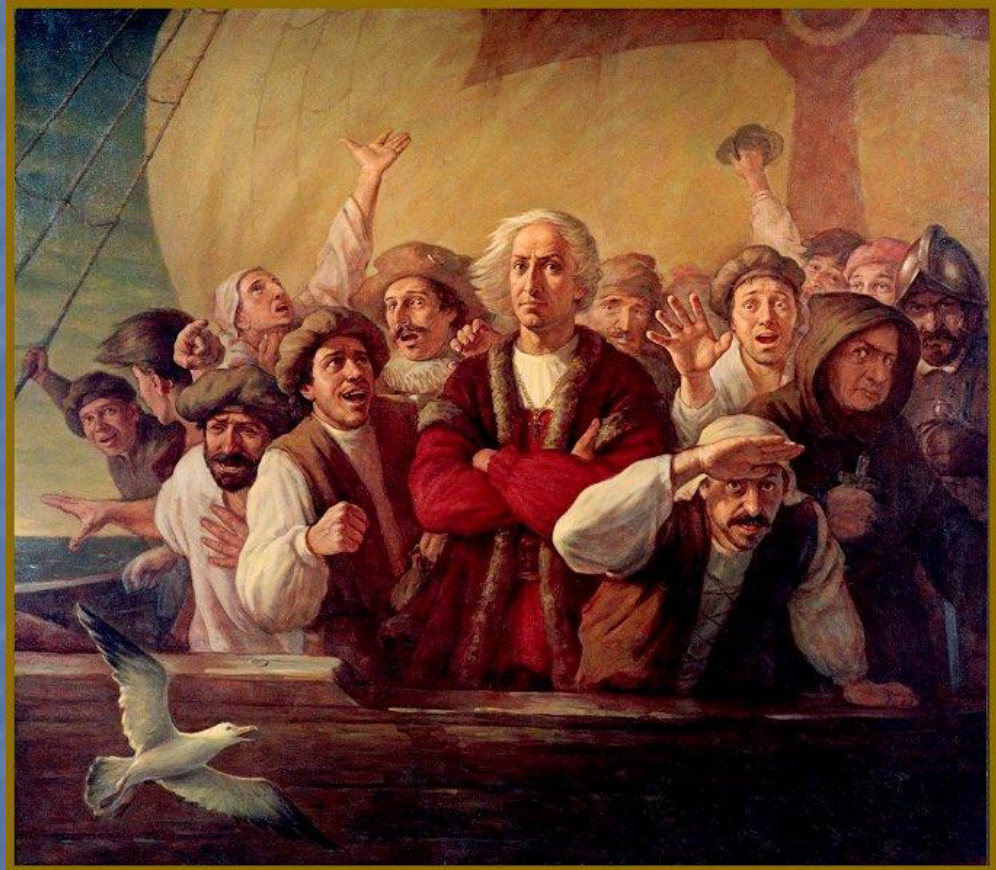
SS8H1c- European Exploration

- **SS8H1c: Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the French, Spanish, and British in the southeastern area.**
 - Explain- to make understandable, to spell out; *illustrate, interpret.*

Motivations

-SS8H1c

- The 3 main countries involved in exploration were:
 - Spain
 - England
 - France
- Why? God, Glory, Gold
 - Spread religious beliefs (God)
 - Larger empire/power (Glory)
 - Greater wealth (Gold)
 - Find gold
 - Increase trade with Asia (India, China, East Indies)
 - Natural resources





Who would want to leave all of this?

Unit 3-Georgia Studies

Spanish Explorations

SS8H1c



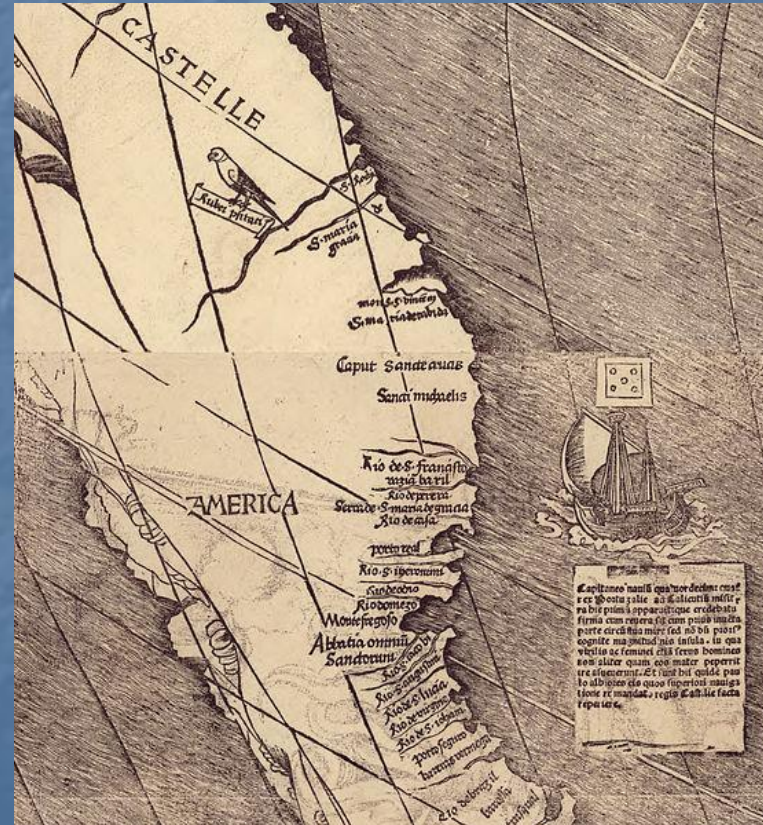
■ Spanish

■ Goals:

- Convert Indians to Christianity
- Bring honor to Spain and its conquistadors
- Find gold and expand Spanish trade empire

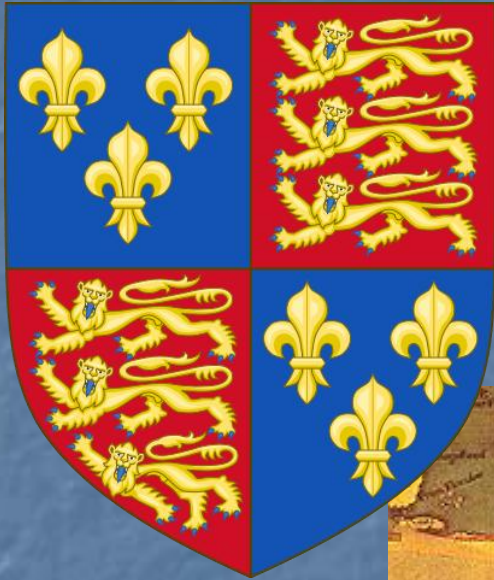
■ Explorers

- Christopher Columbus
- Juan Ponce de Leon
- Hernando de Soto



English Explorations

SS8H1c

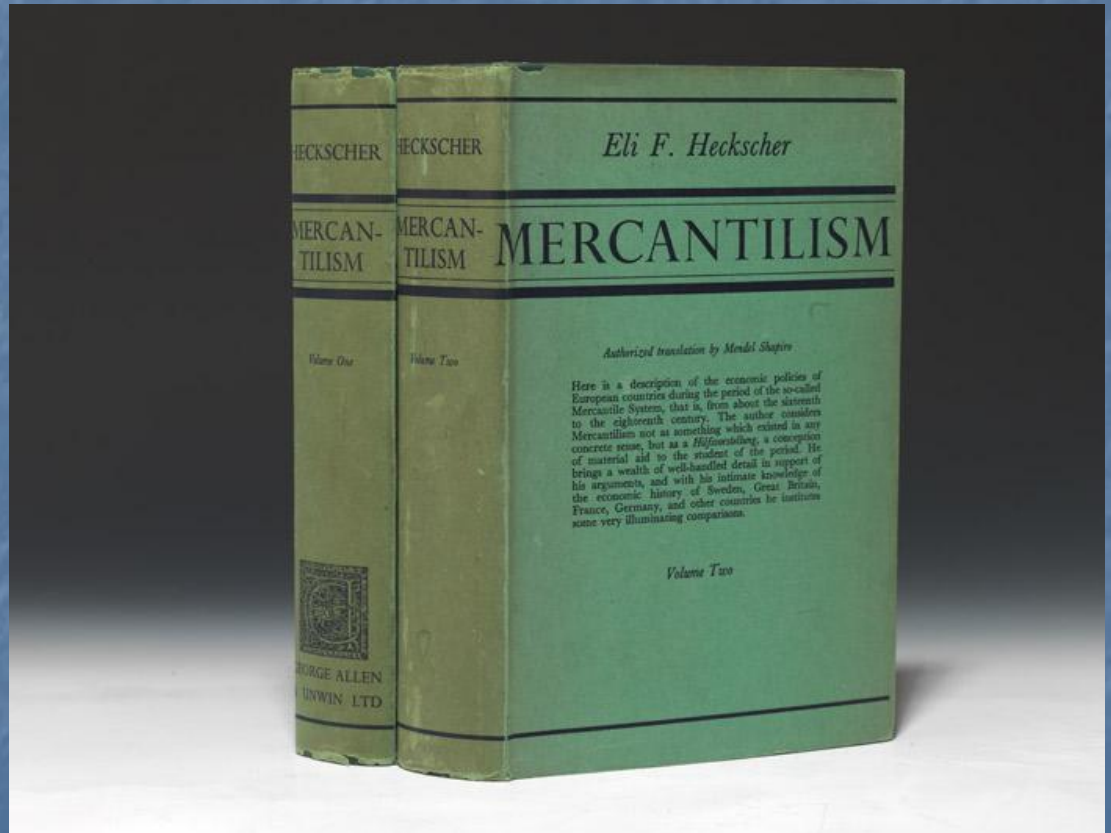


- Colonialism
 - Under Queen Elizabeth (1558) England more prosperous/stable
 - Built larger Navy
 - Permission to found colonies
 - Also looking for riches, power, resources from colonies
 - King James I continues this work
- Mercantilism
- Explorers
 - Sir Frances Drake
 - John Cabot

Mercantilism

SS8E1, SS8H1c

- Mercantilism- trade policy where:
 - 1- colonies provide raw materials
 - 2- England manufactures goods
 - 3- England sells goods back to the colonies
 - England GETS RICH!



Mercantilism

G.S.



French Explorations

SS8H1c



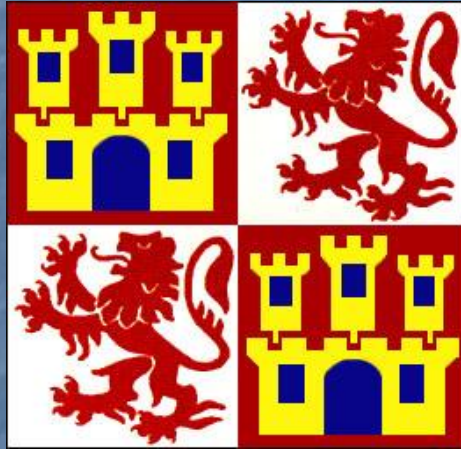
- 1562 -Ribault & Huguenots settled at Charles Fort
 - Huguenot: French Protestant
- Tried to settle in Florida, Spain drove them out
- Colonized along the Mississippi (New Orleans) and set up trade w/Indians
- Explorers
 - Giovanni Verrazano
 - Jean Ribault



Notable Explorers

SS8H1c

- Christopher Columbus
 - 1492
 - Represented Spain
 - Discovered North America, opened European exploration



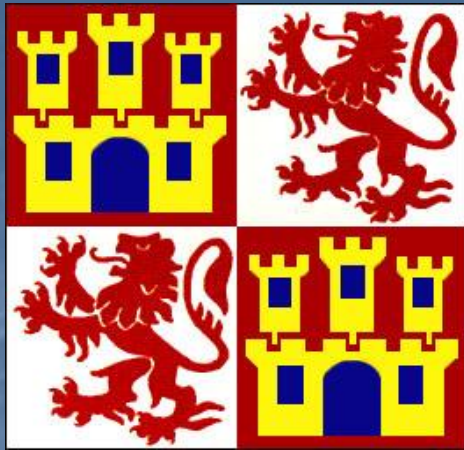
Flag of Castile and Leon
1248-1516



Handwritten signatures and text:
XPO FERENS
J. A. S.
J. A. S.
J. A. S.

1490 Map Belonging to Columbus





Flag of Castile and Leon
1248-1516



Notable Explorers

SS8H1c

- Juan Ponce de Leon
 - 1513, 1521
 - Represented Spain
 - Explored East and West coast of Florida
- First Spanish explorer to set foot on North American mainland. Failed to find fountain of youth

Juan Ponce de Leon

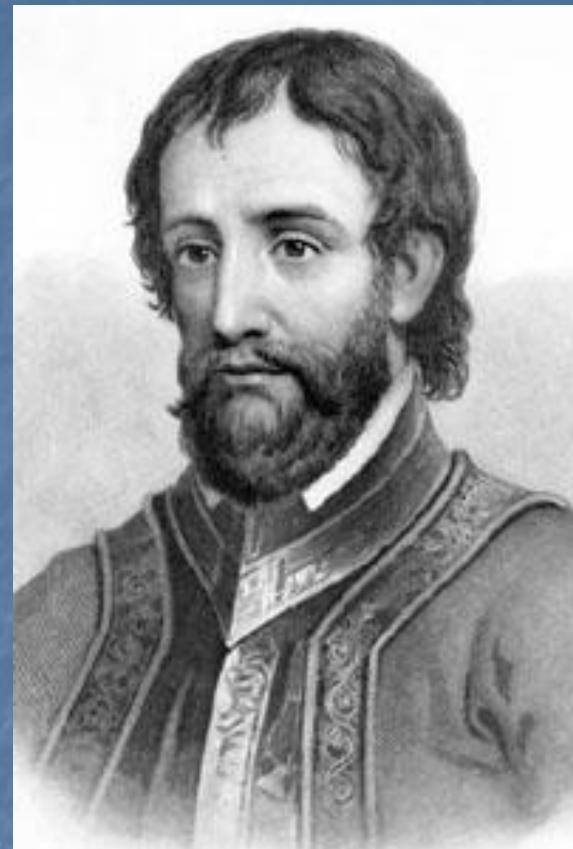
Notable Explorers

SS8H1c



Royal Banner of Charles I
1518-1556

- Hernando de Soto
 - 1540
 - Represented Spain
 - Explored GA and SE North America



A handwritten signature in black ink, which appears to read 'H. de Soto'.



French National Flag
1370-1604

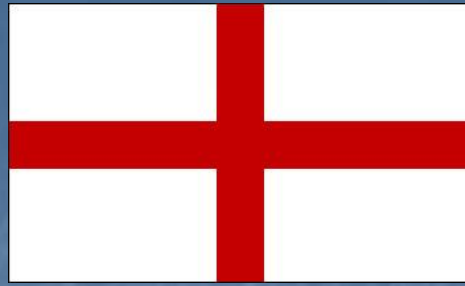
Notable Explorers

SS8H1c



- Jean Ribault
 - 1562
 - Represented France
 - Explored N. Florida and GA
 - Established Charles Fort in Carolinas

Notable Explorers SS8H1c



English St. George's Cross Flag
1277-1707

- Sir Francis Drake
 - 1586
 - Represented England
 - Explored Florida
 - Attacked/burned Spanish controlled St. Augustine



Francis Drake

The Plumb-pudding in danger ;— or State Epicures taking un Petit Souper.

"the great Globe itself, and all which it inherit," is too small to satisfy such insatiable appetites

— The 20th Dec. 1800. Anecdotes, in 5 Political Register.

*London
On Feb 26th 1805
by H. Humphrey Esq.
St. James's Palace*

J. Colley del. & fecit.



Discussion

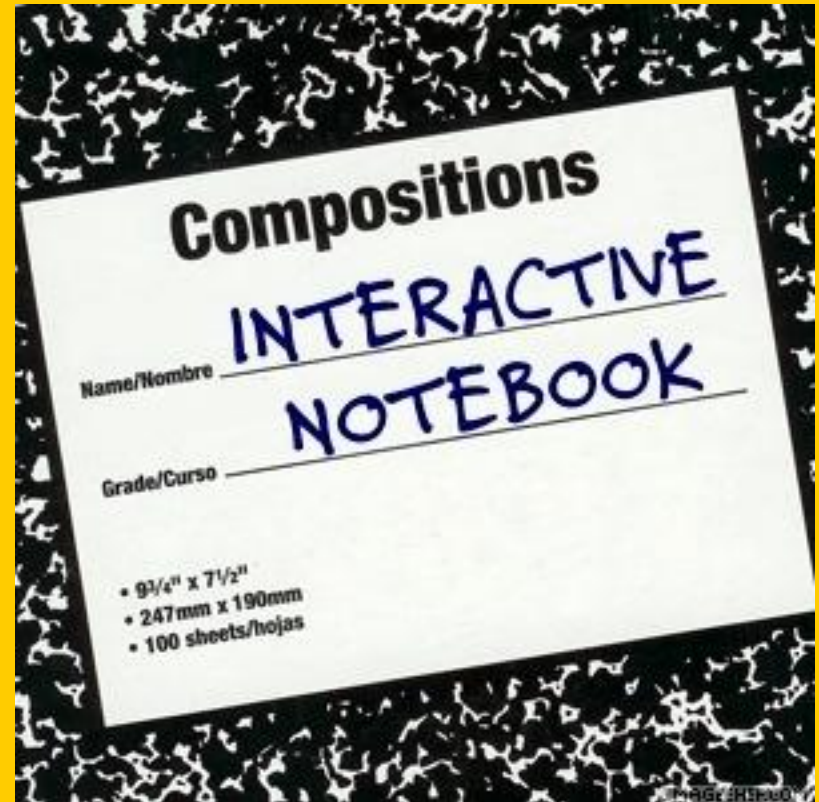
- Can you answer the Essential Question now? (H1c)
 - Production, Distribution, and Consumption
 - Which European countries competed for settlement in the Southeastern U.S.?
 - What prompted these countries to explore, claim and settle these new lands?

European Contact and Exploration

SS8H1b & SS8H1c

- **Evaluate** the development of Native American cultures and **the impact of European exploration and settlement on the Native American cultures in Georgia**

Evaluate- to make a judgment as to the worth or value of something:
judge, assess





THE BIG IDEA

- **SS8H2: The student will analyze the colonial period of Georgia's history.**
 - Analyze- to divide a complex idea into parts or elements: *dissect, break down*

SS8H2a- Settling Savannah

- **SS8H2a: Explain the importance of James Oglethorpe, the Charter of 1732, reasons for settlement (charity, economics, and defense), Tomochichi, Mary Musgrove, and the city of Savannah**
 - Explain- to make understandable, to spell out: *illustrate, interpret.*

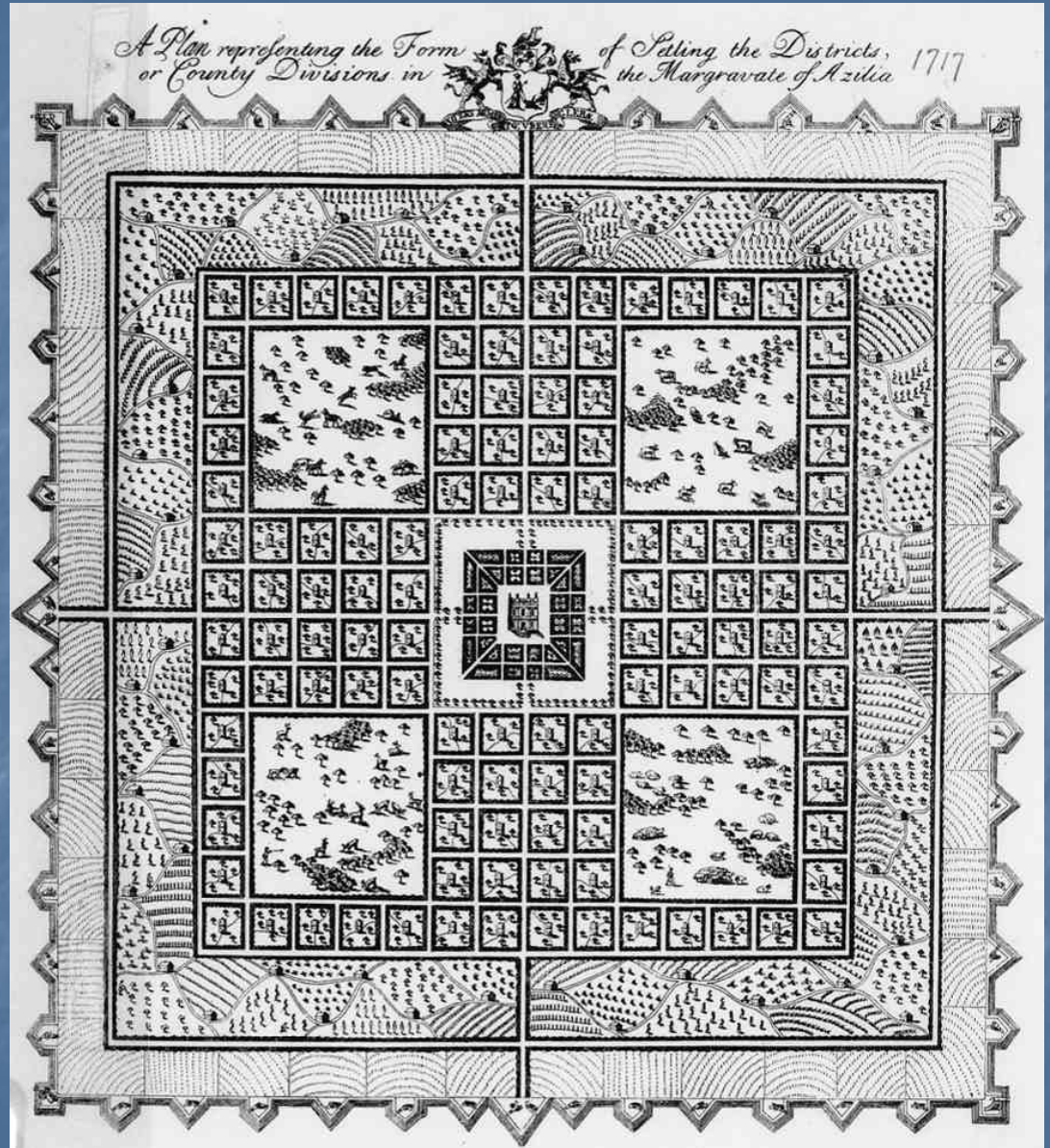
Looking at the Geography...

SS8G1d- Climate of GA

- **SS8G1d- Evaluate the impact of climate on Georgia's development**
 - Evaluate- to make a judgment as to the worth or value of something: *judge, assess*

Margravate of Azilia

- 1st plan was by Sir Robert Montgomery in 1717
- No financial backing... never happened



James Oglethorpe

SS8H2a



- Founder of Georgia
- Born to wealthy family
- Fought for rights of the less fortunate
- Friend died in debtor's prison

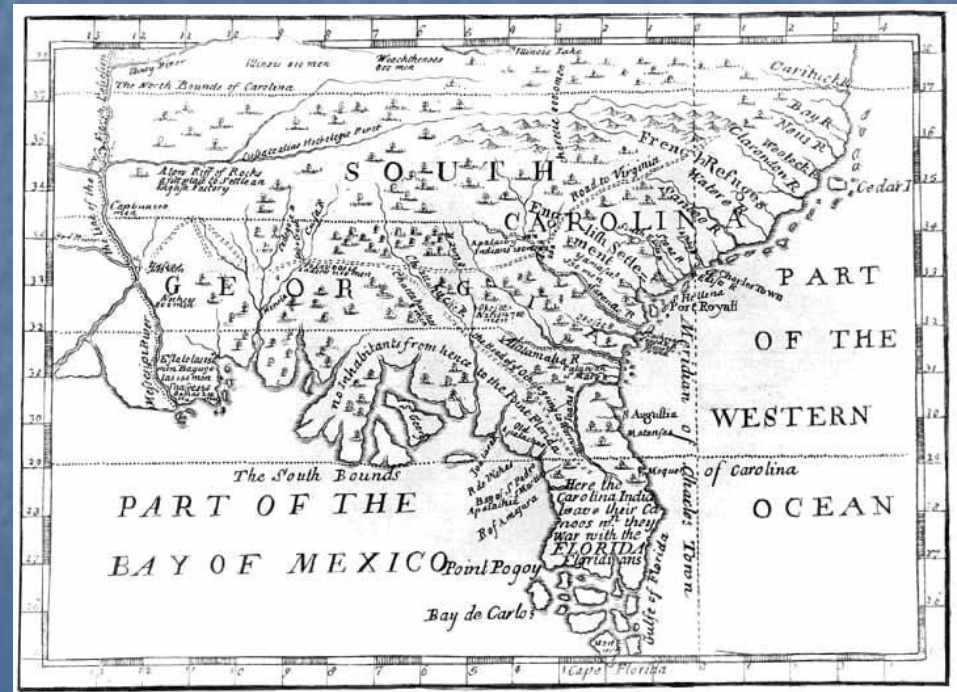
Why Settle in Georgia?

SS8H2a

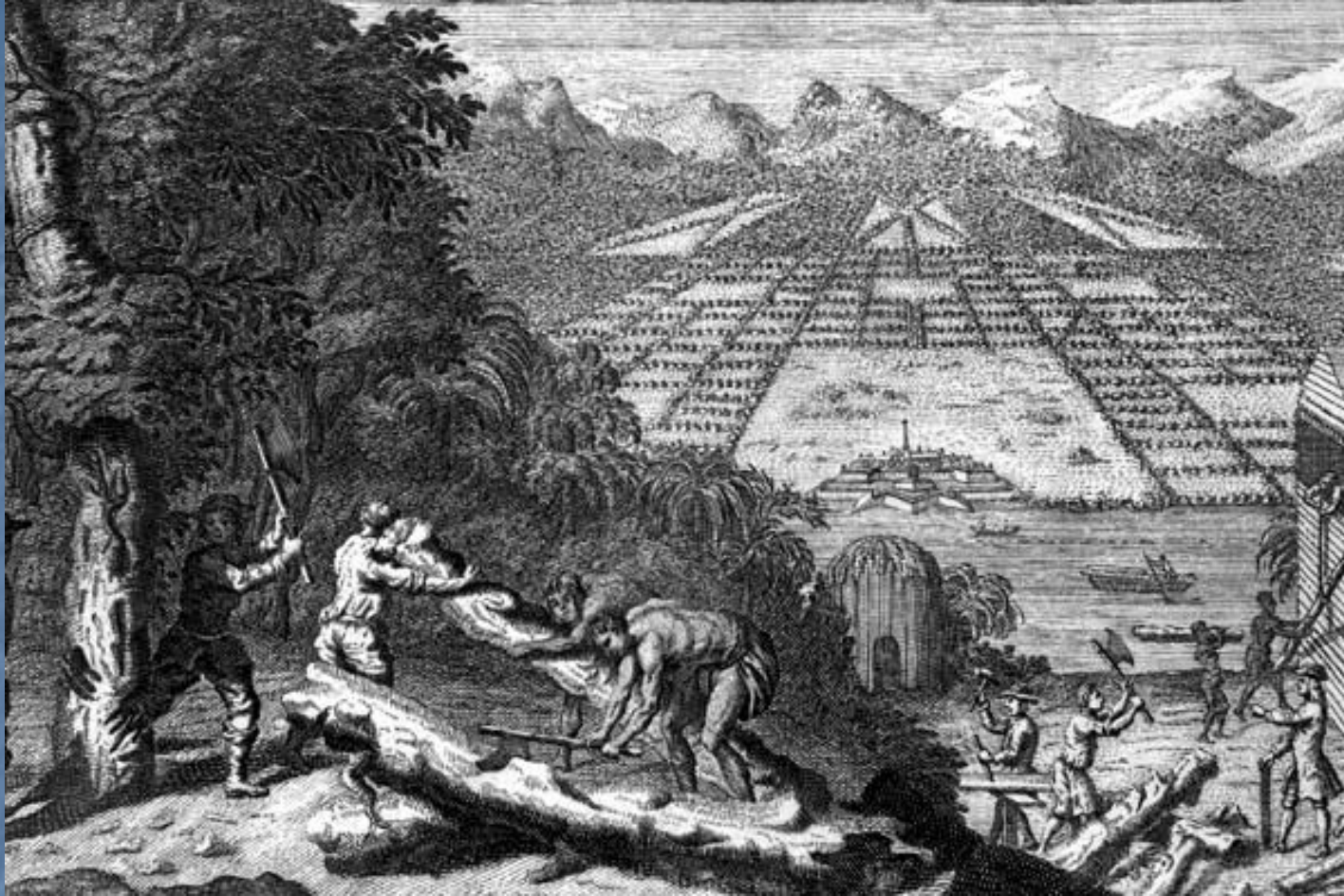
- Charity
- Economics
- Defense (main reason)
 - Solving a problem:
 - SC was threatened by the Spanish presence in Florida (bothered England)
 - SC very profitable for England
 - GA would serve as a buffer colony to protect SC from Spanish in Fla.



GA Founder:
James Oglethorpe



Charity - SS8H2a



- The deserving poor would get a fresh start
- Protestants could flee persecution of Catholics

Economics

SS8H2a, SS8E1

SS8G1d



- Georgia fit into the mercantilism system
- Many believed that the climate would be perfect economic aspirations
- Engage in agriculture that England could not:
 - Mulberry trees
 - Grapes
 - Olives



Economics Continued (Climate)

Why Choose Georgia?

SS8G1d

- James Oglethorpe:
 - “The air is healthy, being always calm, pleasant and temperate, never subject to excessive heat or cold, nor to sudden changes; the winter is regular and short, and the summer cool’d with refreshing breezes.”
 - “The soil of this country will produce almost every thing in wonder quantities with very little work. All things will undoubtedly do well in this country that are to be found in the happiest places under the same latitude”

■ *A New and Accurate Account of South Carolina and Georgia- 1732*

Economics continued...

Did it work as planned?

SS8G1d

G.S.

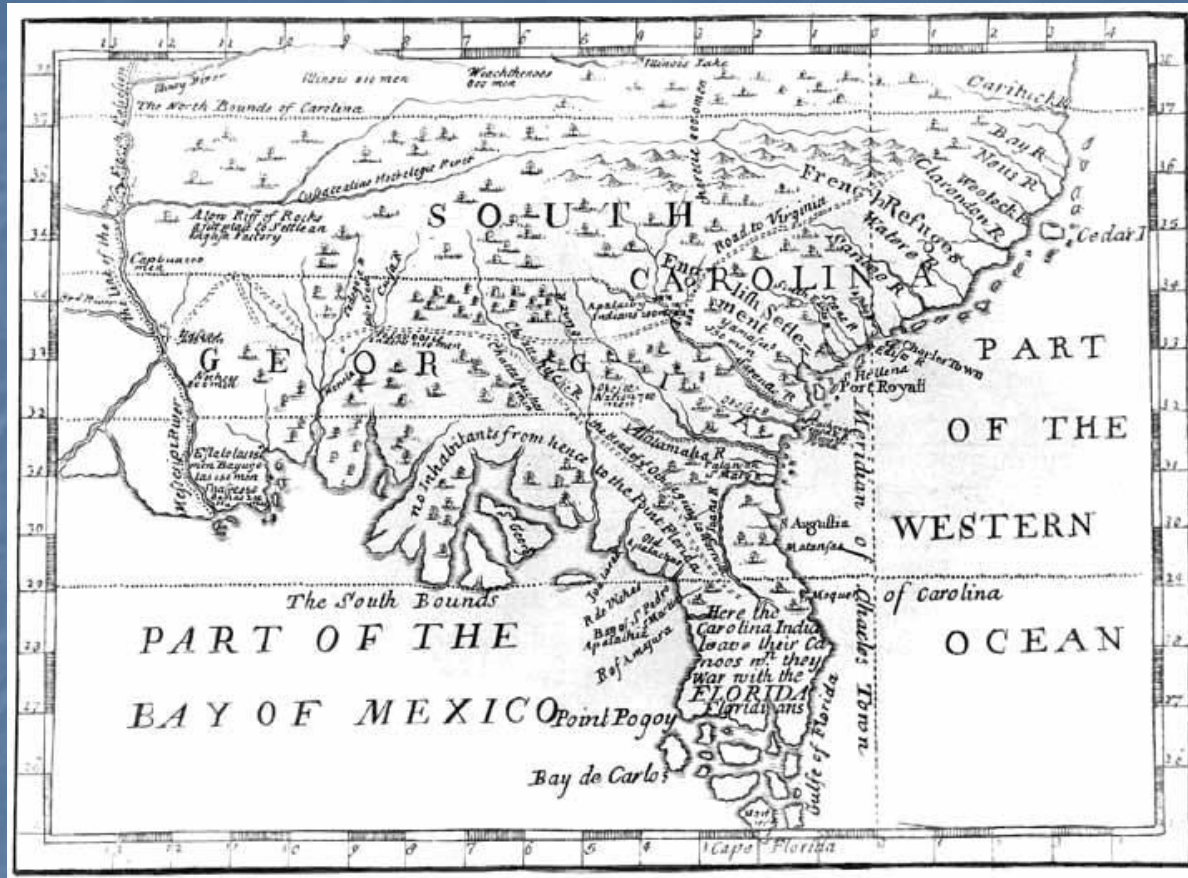
G.S.

■ Peter Gordon:

- "About this time we had excessive hard rains and almost continued thunder and lightning. The rains were so violent, and came with such force, that it beat through our tents to the degree that we have been wet to the skin in them several times a day"
- "But the weather was beginning to be extremely hot, and our people as yet had no other water to drink but that of the river, which at high water was brackish. We did not long enjoy our happiness for soon afterwards we began to be very sickly."

■ *Journal of Peter Gordon- 1733*

Defense - SS8H2a



- Protect SC as an asset for England
 - Rice production made SC valuable
 - Span. claims S. of Savannah River

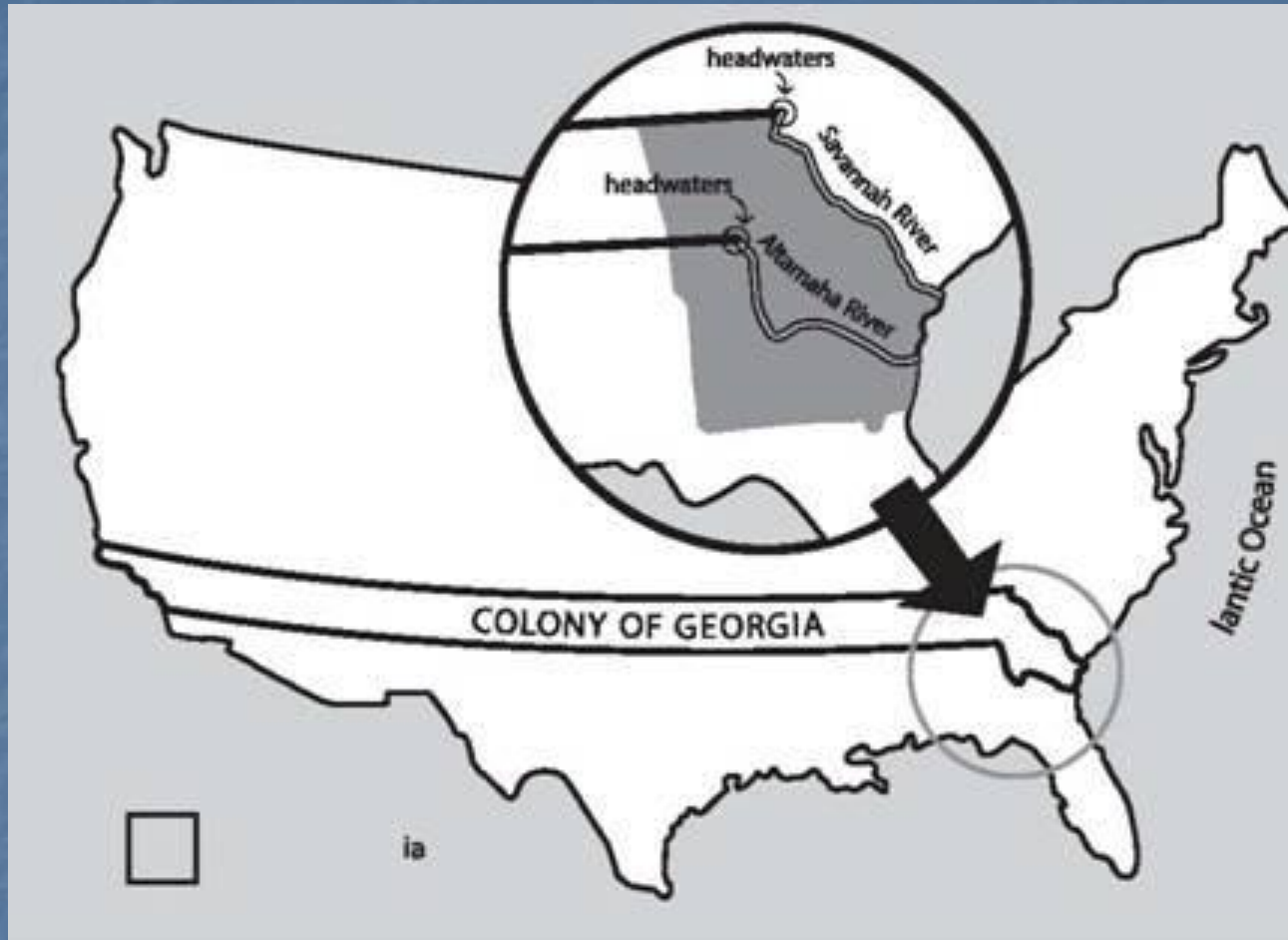
The Charter of 1732

SS8H2a

- King George II granted Oglethorpe permission to settle the colony
- Charter- A legal document that grants rights
 - GA's charter was the official permission from England to establish a new colony
- "Georgia" was named after King George II
- GA would have rules...



GA Map (Charter of 1732)



- All land between the Savannah River and the Altamaha River to their headwaters.
- Extending from there Westward to the Pacific Ocean

Trustee Rules

SS8H2a

- Trustees couldn't make profit off Georgia
- No Catholics
- No rum or liquor
- Could not own slaves
- No Lawyers
- Could not sell your land or pass on to a woman
- No person could own more than 500 acres of land



Trustee's Seal



“Not for self, but for others”



What was different about this colony?



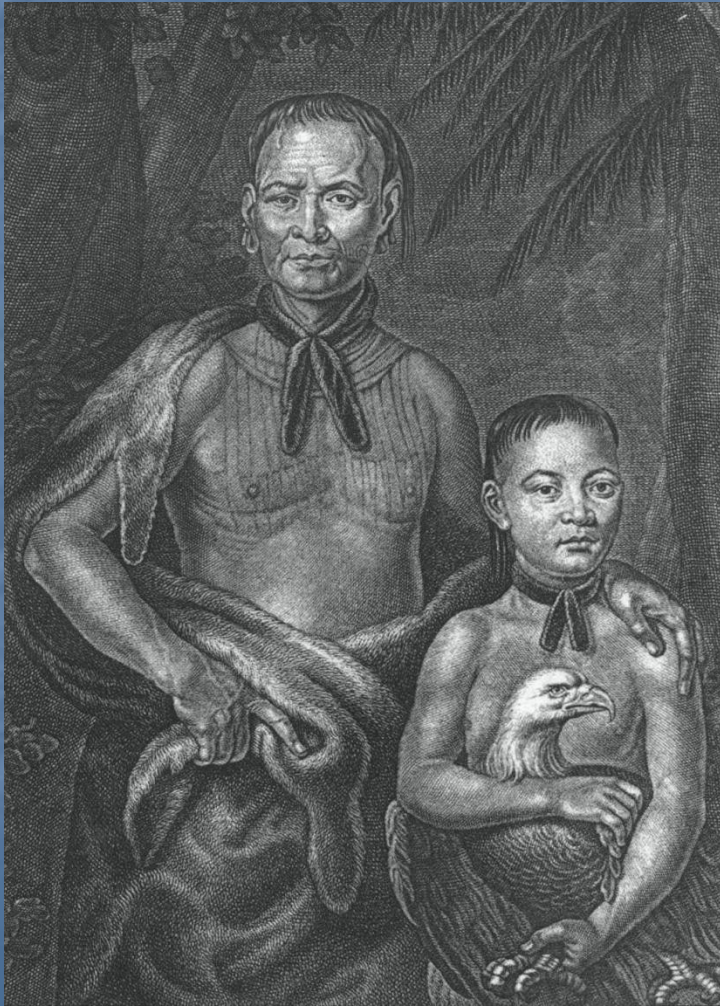
The Voyage & Landing

- 57 Days
- The *Ann*
- Landed at Charlestown, SC
- Colonists waited while Oglethorpe “scoped it out”



Tomochichi

SS8H2a



- Chief of the Yamacraw
- Gave Oglethorpe permission to settle at Yamacraw Bluff

Tomochichi gives his blessing



Ed Jackson

John and Mary Musgrove SS8H2a

- Operated a trading post at Yamacraw Bluff
 - Both had Indian mother/White father
 - Spoke both languages
- Served as a liaison between Oglethorpe and the Indians
 - When John dies (1735) Mary takes over



"Tomochichi's interpreter was one Mrs. Musgrove. She understands both languages, being educated amongst the English. She can read and write, and is a well-civilized woman. She is likewise to teach us the Indian tongue."

- John Wesley, 1736

Savannah

SS8H2a

- 1st city in new colony of Georgia
 - Named after the Savannah River
- Established by Oglethorpe
- Located just up the Savannah River at Yamacraw Bluff
 - Colonists lived in tents until land was cleared



Types of People in Savannah

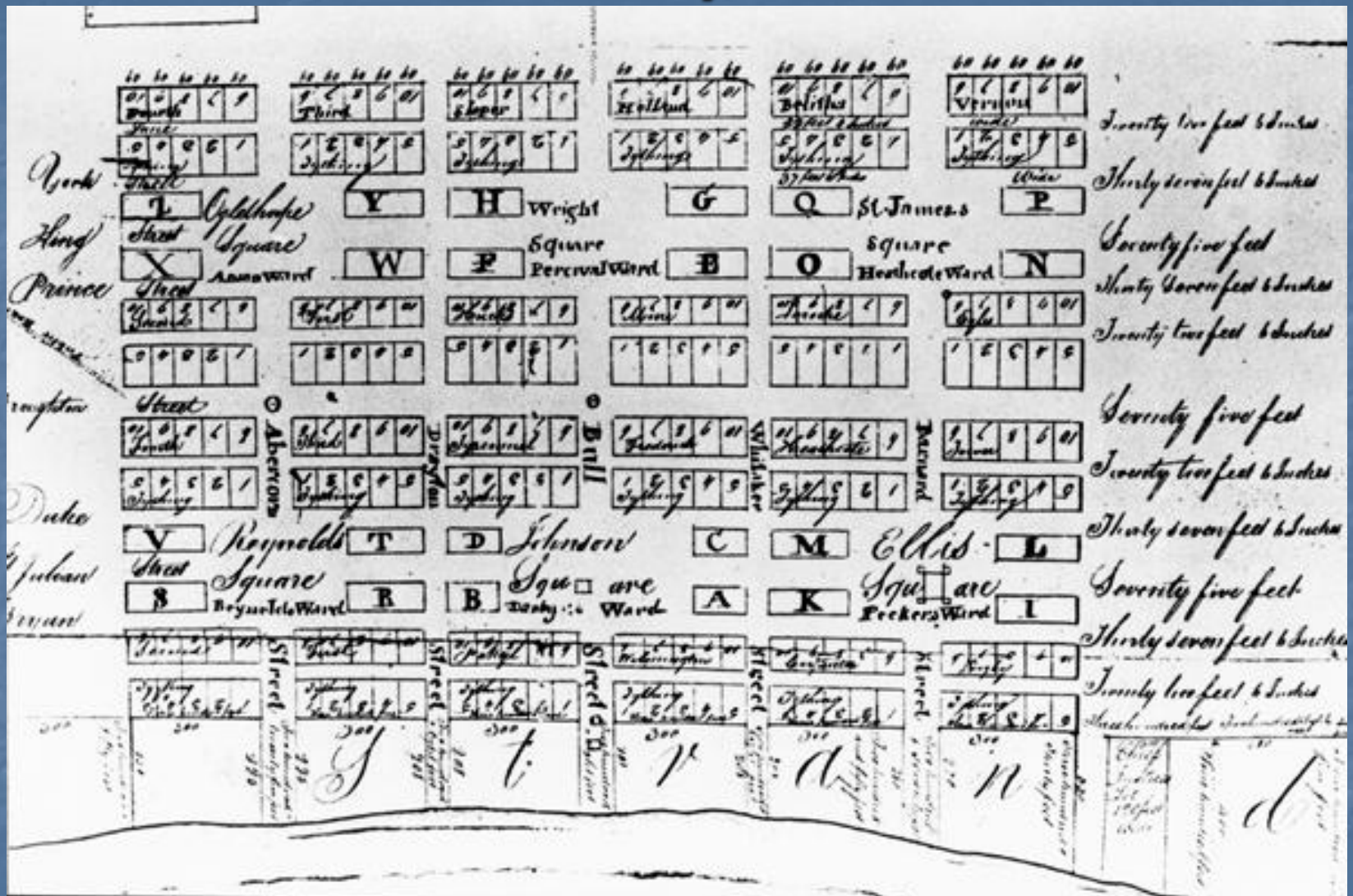
SS8H2a

- The new trustees chose colonists for the new colony.
 - Applications
 - Chosen based on work ethic and trade/skills)
- 35 Families (114 settlers)
 - Among them...
 - Farmers, carpenters, tailors, bakers, merchants, and artisans
 - Artisan- person skilled in a trade
 - No debtors released from prison to go

Savannah - 1734



Savannah City Plan- 1770



Designed by James Oglethorpe

Unit 3-Georgia Studies

Discussion

- Can you answer the Essential Question now? (H2a)
 - Production, Distribution, and Consumption
 - What persons were instrumental in the establishment of the Georgia colony and why?
 - Individuals, Groups, and Institutions
 - Other than our founder, James Oglethorpe, who were some other individuals who influenced the Georgia colonial society?

SS8H2b- Trustee Period

- **SS8H2b- Evaluate the Trustee Period of Georgia's colonial history, emphasizing the role of the Salzburgers, Highland Scots, malcontents, and the Spanish threat from Florida**
 - Evaluate- to make a judgment as to the worth or value of something: *judge, assess*

The Trustee Period

SS8H2b

- Trustee Period: 1732-1752
- Georgia was governed by the trustees
- Very diverse group of immigrants came to the new colony during this time
- Some fighting between the trustees and many became disinterested
- Oglethorpe preoccupied with the Spanish
- When Oglethorpe left trustees relaxed restrictions in effort to stimulate the economy

Diverse Populations



- In addition to the English:
 - Highland Scots
 - Lutheran Salzburgers
 - Rhineland Germans
 - Spanish speaking Sephardic Jews
 - French speaking Swiss
 - Moravians
 - Irish convicts
 - Piedmont Italians
 - Russians

Salzburgers

SS8H2b

- Lutheran
 - Lived in Salzburg (Present day Austria)
- Came to GA in search of religious freedom
 - Forced from Salzburg by Catholics



Jerusalem Church
Est. in 1730's

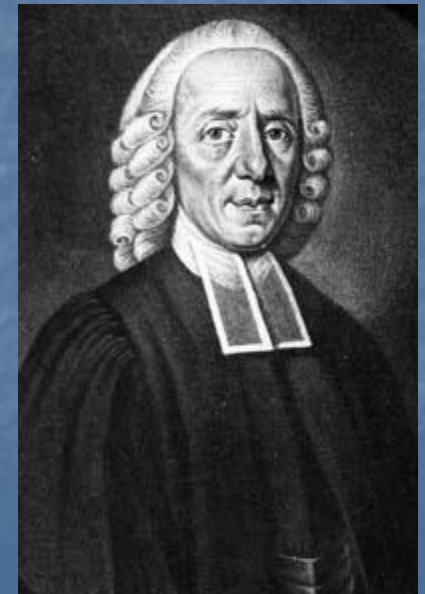
Salzburgers

SS8H2b

- King George sympathized with them
- Oglethorpe granted them land north of Savannah (present day Effingham County)
- Community moved b/c of bad location
- Established community called Ebenezer near Savannah
- Led by [John Martin Boltzius](#)



Sketch of Early Ebenezer-1736

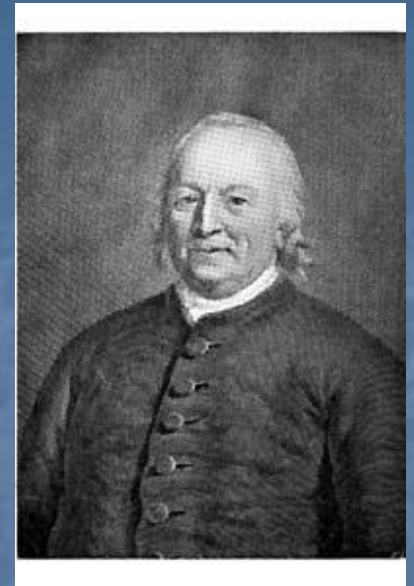


John Martin Boltzius

Moravians

SS8H2b

- Moravians were founded in Bohemia (Modern day Czech Republic)
- Came to Georgia in 1735
- Wanted to unify all Christians worldwide
- Had problems getting along with the Lutherans
- Community dissolved around 1745
- Only one Moravian church left in Georgia today (Stone Mountain)



Moravian Leader
Augustus
Gottlieb Spangenberg



Moravian Leader
Count Nicholas
Ludwig von Zinzendorf

Jews

SS8H2b



Congregation Mickve Israel
(3rd oldest Jewish
congregation in the U.S.)



- Surprised Oglethorpe- he had not been told how to handle non-Christian colonists
 - 42 Men and women showed up in Savannah in July of 1733
 - They spoke to a lawyer in Charleston... according to charter all non-Catholics were allowed
- Samuel Nunes
 - Became the Dr. in Savannah- saved many lives

Highland Scots

SS8H2b

- Established a settlement on Southern Frontier
- Darien, Georgia
- Came to help defend Georgia against the Spanish
 - Recruited by James Oglethorpe



Why would Oglethorpe want the Scottish Highlanders to settle on the Southern frontier?

War of Jenkins' Ear



Depiction of the Prime Minister's reaction when presented with Captain Robert Jenkins' cut-off ear

- British disputed land and sailing rights with Spanish
- British raided Spanish ships, each pirated other
- Spanish ship captures Captain Robert Jenkins and cuts off his ear
- Jenkins took the ear to British Parliament
- Need for Retribution



Spanish Threat

SS8H2b

- As the Spanish & English disputed land claims...
- Oglethorpe attacked -1740
 - Success & failure
 - Finally retreated to Fort Frederica and waited
- Spanish came to attack-1742
 - Battle of Bloody Marsh:
 - St. Simon's Island
 - English won
 - Marks end to Spanish threat (Spain gives up any claim to GA)



Battle of Bloody
Marsh Monument



Bloody Marsh
St. Simon's Island

A TRUE and HISTORICAL
NARRATIVE
OF THE
COLONY of GEORGIA
IN
AMERICA,

From the First SETTLEMENT thereof, until
this present PERIOD;

CONTAINING,

The most authentick FACTS, MATTERS, and
TRANSACTIONS therein.

TOGETHER WITH

HIS MAJESTY'S CHARTER, REPRESENTATIONS of
the PEOPLE, LETTERS, &c. and a DEDICATION to
his Excellency General OGLETHORPE.

By PAT. TALIFER, M. D. HUGH ANDERSON, M. A.
DA. DOUGLAS, and others, Landholders in Georgia, at
present at Charles-Town in South-Carolina.

— Qui Deorum
Moveribus sapienter uti,
Duramque callet Pauperiem pati,
Pejusque Letho Flagitium times,
Non ille pro caris Amicis
Aut Patria timidus perire.

HOR. 4. O.

Malcontents

SS8H2b

- Protested laws and policies of the Trustees
- Led by Patrick Talifer
- Didn't like prohibitions on
 - Slavery
 - Large land holdings
 - Rum
- Would they eventually get their way?

In 1740, William Stephens (trustee) published a memorial saying that the colony of Georgia widely supported the policies of the Trustees. Patrick Talifer would publish a written rebuttal to this claim in the pamphlet above. While no immediate results were realized, it would serve as the conceptual framework for the argument of the Malcontents.

Discussion

- Can you answer the Essential Question now? (H2b)
 - Production, Distribution, and Consumption
 - What persons were instrumental in the establishment of the Georgia colony and why?
 - Individuals, Groups, and Institutions
 - Which cultural groups impacted the Georgia Colony and what were their contributions?

SS8H2c- Royal Colony

- **SS8H2c: Explain the development of Georgia as a royal colony with regard to land ownership, slavery, government, and the impact of the royal governors.**
 - Explain- to make understandable, to spell out: *illustrate, interpret.*

Georgia as a Royal Colony

SS8H2c

- 1752-1776 GA under British Royal Rule
- Georgia was ruled by three different Royal Governors during this time
 - John Reynolds
 - Henry Ellis
 - James Wright



James Wright
Royal Governor
1760-1776
(war end 1782)

Royal Governors: Reynolds

SS8H2c

- John Reynolds
 - 1754-1757
 - Career Naval Officer, little political experience
 - Not very successful
 - Replaced with Ellis after complaints



CH. *An Account of the Heat of the Weather in Georgia: In a Letter from his Excellency Henry Ellis, Esq; Governor of Georgia, and F. R. S. to John Ellis, Esq; F. R. S.*

Dear Sir,

Georgia, 17 July, 1758.

Read Nov. 16, 1758. **T**H O' some weeks have passed since I wrote to you, yet so little alteration has happened in the state of our affairs, that nothing occurs to me relative to them worth committing to paper. This indeed I need not regret, as one cannot fit down to any thing, that requires much application, but with extreme reluctance; for such is the debilitating quality of our violent heats at this season, that an inexpressible languor enervates every faculty, and renders even the thought of exercising them painful.

"Tis now about three o' clock; the sun bears nearly S. W. and I am writing in a piazza, open at each end, on the north-east side of my house, perfectly in the shade: a small breeze at S. E. blows freely thro' it; no buildings are nearer, to reflect the heat, than 60 yards: yet in a thermometer hanging by me, made by Mr. Bird, and compared by the late Mr. George Graham with an approved one of his own, the mercury stands at 102. Twice it has risen this summer to the same height; viz. on the 28th of June, and the 11th of July. Several times it has been at 100, and for many days successively at 98; and

Royal Governors:

Henry Ellis

SS8H2c

■ Henry Ellis

- 1757-1760
- Slave trader 1750-1755
- Skilled at dealing with Indians
- Poor health forced him to have to give up governorship
- Hated the GA weather

and did not in the nights sink below 89. I think it highly probable, that the inhabitants of this town breathe a hotter air than any other people on the face of the earth. The greatest heat we had last year was but 92, and that but once: from 84 to 90 were the usual variations; but this is reckoned an extraordinary hot summer. The weather-wise of this country say it forebodes a hurricane; for it has always been remarked, that these tempests have been preceded by continual and uncommon heats. I must acquaint you, however, that the heats we are subject to here are more intense than in any other parts of the province, the town of Savannah being situated upon a sandy eminence, and sheltered all round with high woods. But it is very sufficient, that the people actually breathe so hot an air as I describe; and no less remarkable, that this very spot, from its height and dryness, is reckoned equally healthy with any other in the province.

I have frequently walked an hundred yards under an umbrella, with a thermometer suspended from it by a thread to the height of my nostrils, when the mercury has rose to 105; which is prodigious. At the same time I have confined this instrument close to the hottest part of my body, and have been astonished to observe, that it has subsided several degrees. Indeed, I never could raise the mercury above 97 with the heat of my body.

You know, dear Sir, that I have traversed a great part of this globe, not without giving some attention to the peculiarities of each climate; and I can fairly pronounce, that I never felt such heats any-where as in Georgia. I know experiments on this subject are

5 D 2

extremely

extremely liable to error; but I presume I cannot now be mistaken, either in the goodness of the instrument, or in the fairness of the trials, which I have repeatedly made with it. This same thermometer I have had thrice in the equatorial parts of Africa; as often at Jamaica, and the West India islands; and, upon examination of my journals, I do not find, that the quicksilver ever rose in those parts above the 87th degree, and to that but seldom: its general station was between the 79th and 86th degree; and yet I think I have felt those degrees, with a moist air, more disagreeable than what I now feel.

In my relation of the late expedition to the north-west, if I recollect right, I have observed, that all the changes and variety of weather, that happen in the temperate zone throughout the year, may be experienced at the Hudson's Bay settlements in 24 hours. But I may now extend this observation; for in my cellar the thermometer stands at 81, in the next story at 102, and in the upper one at 105; and yet these heats, violent as they are, would be tolerable, but for the sudden changes that succeed them. On the 10th of December last the mercury was at 86; on the 11th it was so low as 38 of the same instrument. What havoc must this make with an European constitution? Nevertheless, but few people die here out of the ordinary course; tho' indeed one can scarce call it living, merely to breathe, and trail about a vigorless body; yet such is generally our condition from the middle of June to the middle of September. Dear Sir,

Yours most affectionately,

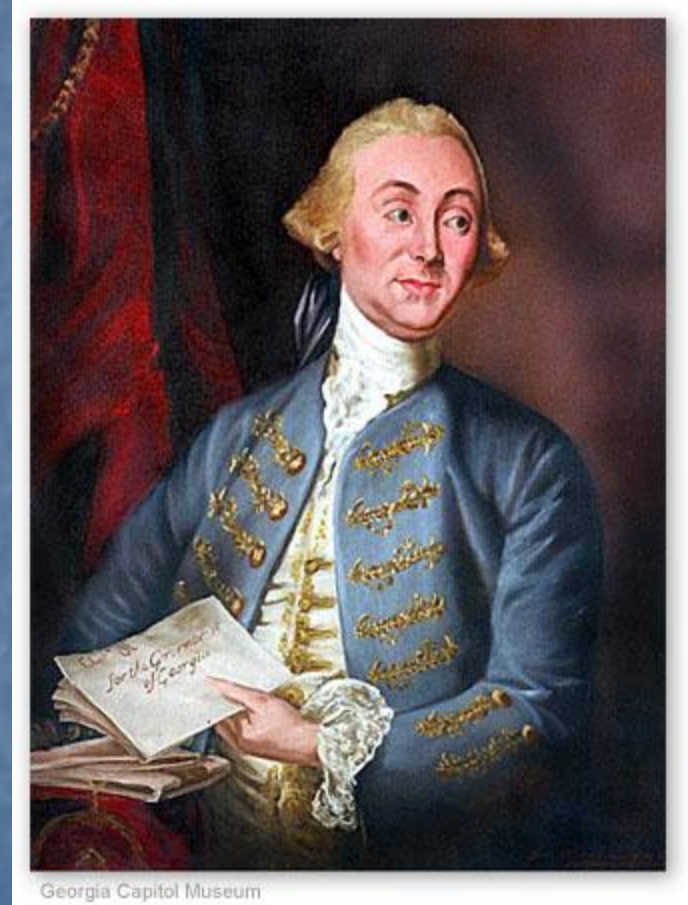
Henry Ellis.

CIII.

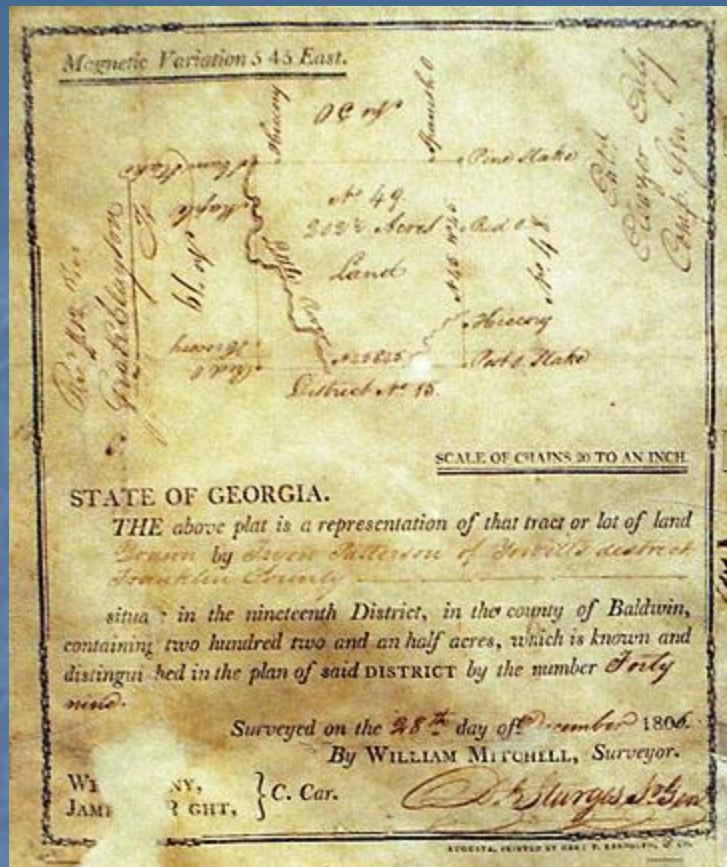
Royal Governors: Wright

SS8H2c

- James Wright
 - 1760-1776
 - Remained in GA until end of war (1782)
 - Longest term as royal governor
 - Good leader
 - Helped GA's population and wealth grow



Land Ownership: Royal Period SS8H2c



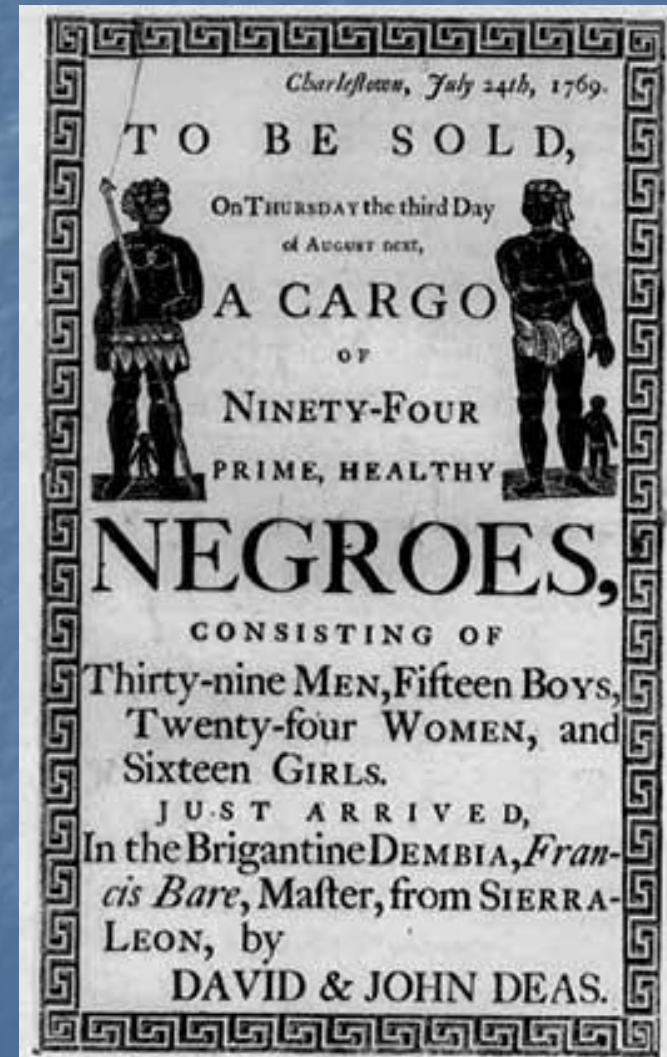
- Rules of Trustee period gone
- How to get land (3 ways)
 - 1. Buy it
 - 2. Receive as a gift/inheritance
 - 3. Grant from the colonial Government
- Headright System: Head of family gets 100 acres and 50 acres for each additional family member



Slavery

SS8H2c

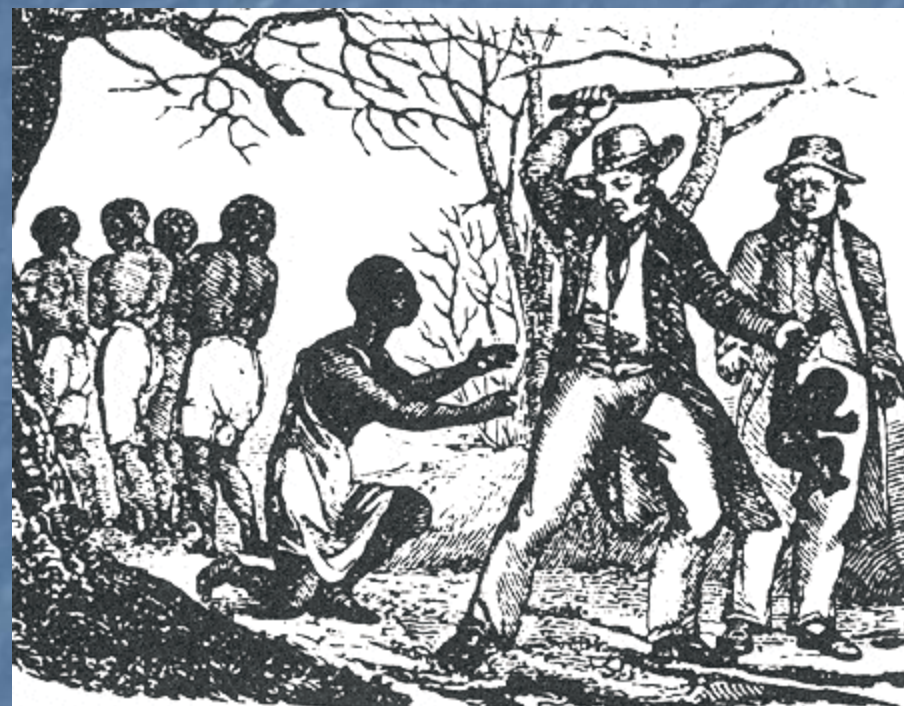
- Outlawed by Charter of 1732
 - Could not “own” slaves
- Slavery was present in SC
 - Some slaves were rented
 - Some Indentured Servants (contracted worker)
- Spanish offered freedom to slaves if they converted to Catholicism
 - Florida became an escape destination for slaves
- Malcontents wanted slavery
 - Difficult work
 - Scottish & Salzburgs opposed slavery
 - Trustees gave in to demands in 1750



Slave Codes

SS8H2c

- Slave codes: rules governing the behavior/treatment of slaves
 - Could not teach a slave to read/write
 - (20 pounds)
 - Slaves had Sundays off work
 - (10 shilling fine)
 - Slave couldn't hit white person
 - 1st offense: Trial
 - 2nd offense: Death
 - Slave could not travel outside of town/plantation w/o a pass
 - 20 lashes to bare back
 - Offspring of slaves were automatically slaves...and thus property of the owner



Royal GA Government

SS8H2c



- King in charge of Governor
- Governor in charge of the Colony got his instructions from the king
 - Governor could:
 - Control ships
 - Control money spent/granted land
 - Pardon criminals
 - Convene/Dismiss Assembly

House of Assembly

- During the Royal Period, GA did get its 1st form of Representative Government: The House of Assembly
- Legislature was bicameral
 - Upper House: Governor's appointees
 - Lower House: House of Assembly
 - Elected in their local settled areas
 - Assembly could:
 - Vote on laws
 - Write bills pertaining to spending money

THE BIG IDEA

- **SS8E1: The student will give examples of the kinds of goods and services produced in Georgia in different historical periods**
 - Give (same as “state”)- to put into words or express with a systematic statement: *say, express*

Goods/Services in Early GA

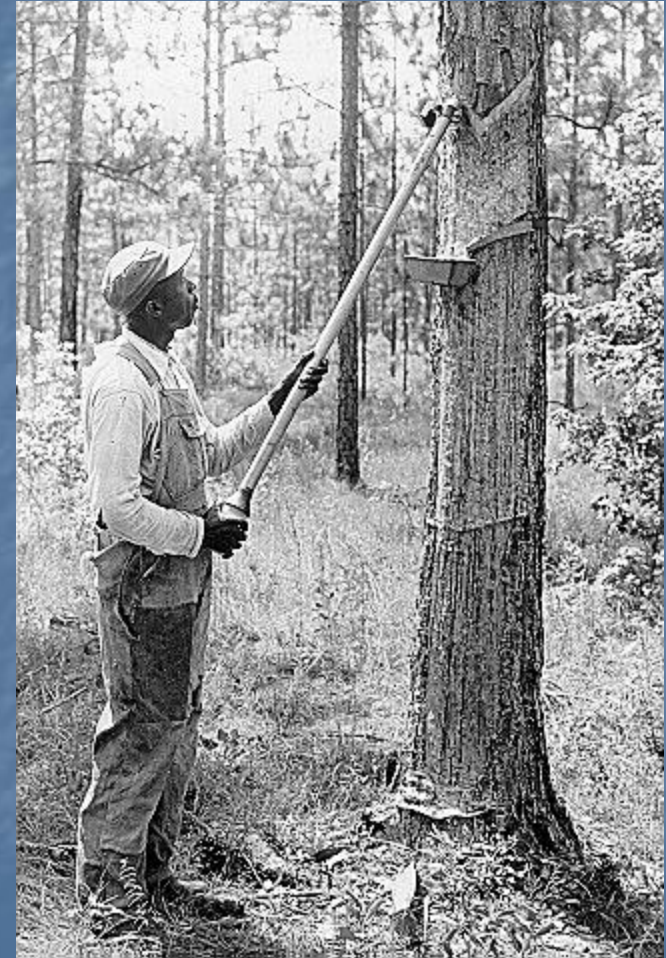
SS8E1

G.S.

G.S.

G.S.

- Georgia would become part of Great Britain's system of Mercantilism
- Most Georgians lived near coast
- At first, many small farms, later large plantations developed
- Savannah became part of slave trade
- Raw goods from GA
 - Naval Stores
 - Rice (wet lands)
 - Indigo (dry lands)



Triangular Trade Route

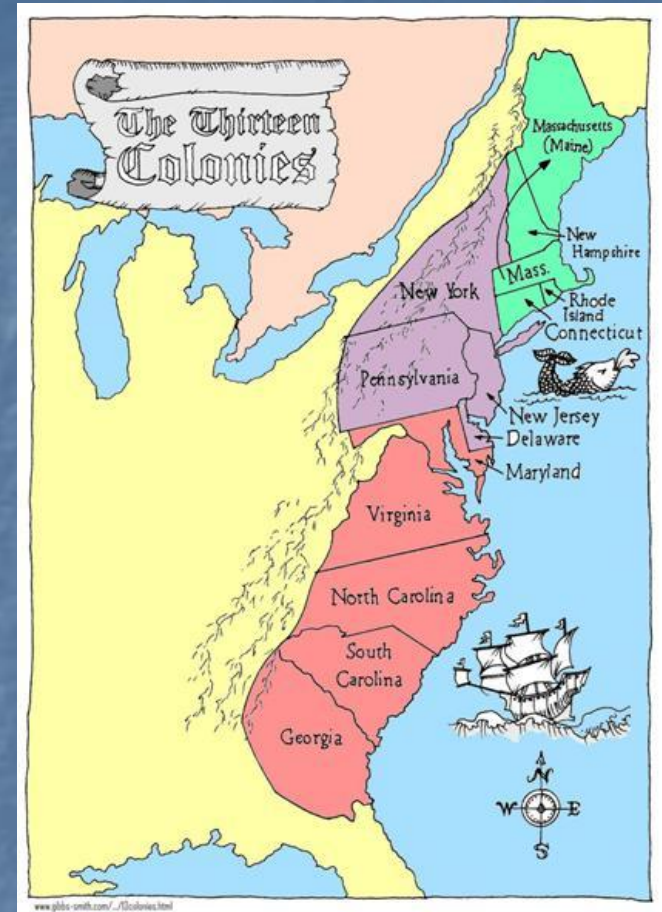


- New England rum goes to Africa, sold for newly captured slaves.
- Slaves taken to West Indies (Caribbean Islands) and sold to sugarcane planters
- Sugar and molasses is purchased with the money and was sold in New England to make more rum

New England Colonies

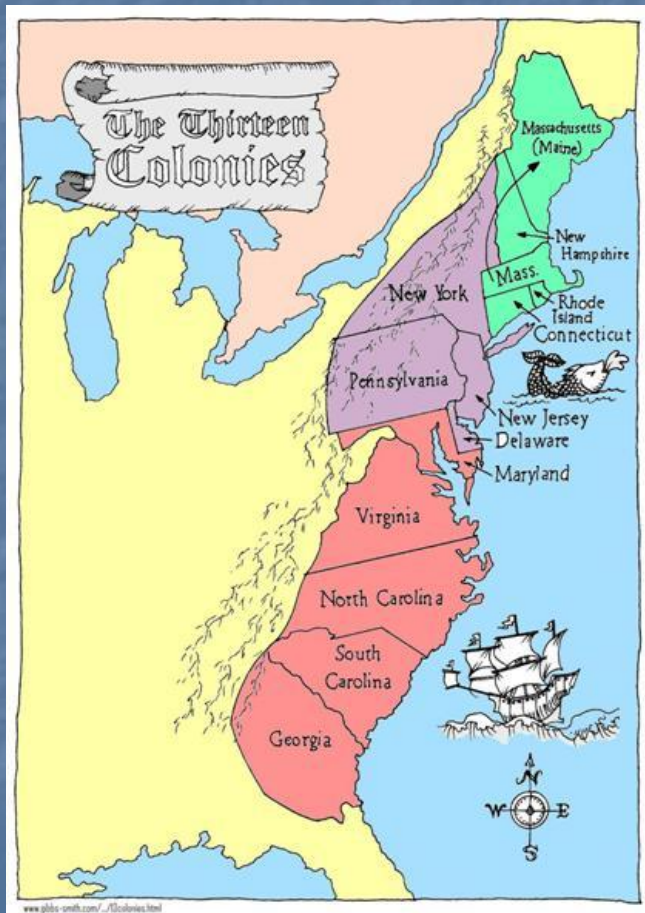
SS8E1

- Massachusetts, New Hampshire, Connecticut, Rhode Island
- Cold climate: limited agriculture
- Small, subsistence farms
- few slaves, some as house servants
- Fishing, Shipbuilding
 - Skilled workers
 - blacksmiths, coopers, silversmiths
- Small towns, port cities
- Colonies founded for religious reasons
 - Reading Bible/education important



Middle Atlantic Colonies

SS8E1

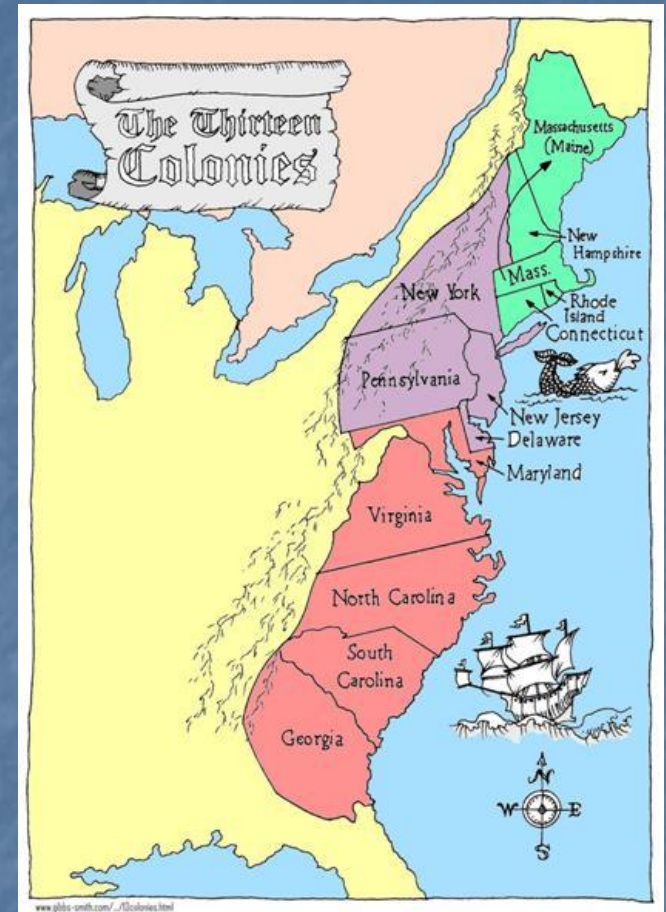


- New York, New Jersey, Delaware, Pennsylvania
- Cool climate
- Large Cities: Philadelphia, New York
- Iron ore deposits- mining
- Rural farm areas, small towns, large cities
- Farming: wheat, oats, corn
- Schooling: mostly by private tutors

Southern Colonies

SS8E1

- Maryland, Virginia, North and South Carolina & Georgia
- Warm Climate
- Few schools, no education requirements
- Large Plantations
 - Plantations- Large farm created for the purpose of producing crops for sale
 - Tobacco, Indigo & Rice
 - Plantations needed cheap labor: slaves



Discussion

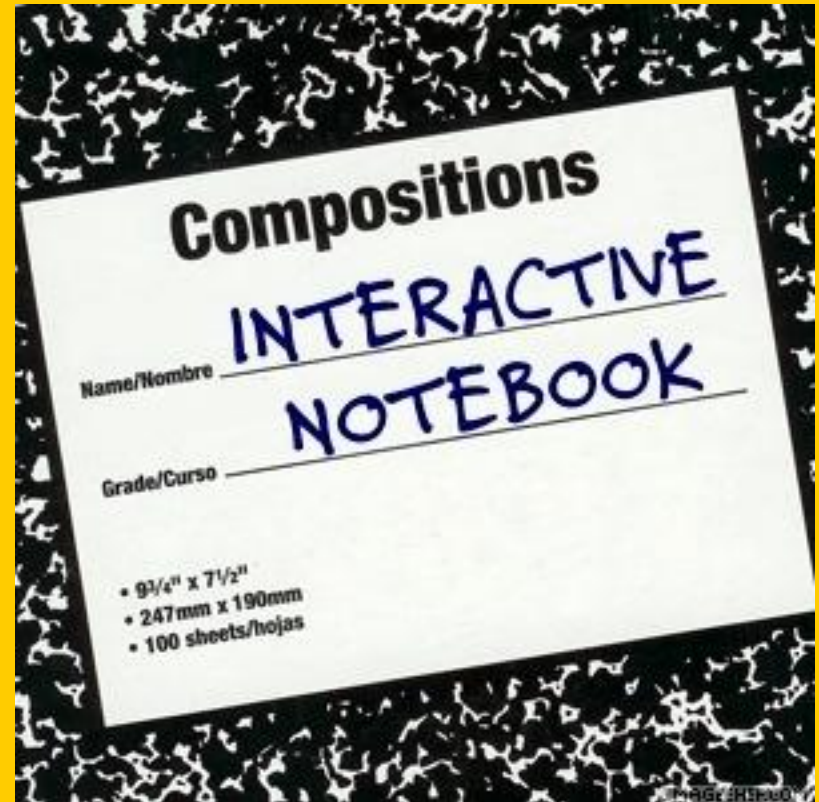
- Can you answer the Essential Question now? (H2c)
 - Production, Distribution, and Consumption
 - How did Georgia become a Royal colony and what effect did this event have on the colonists?
 - What goods/services did the early colony of Georgia attempt to produce? (H2c, E1)

The Colonial Period

SS8H2

- In your notebook:
- **Analyze the colonial period of GA's history.**

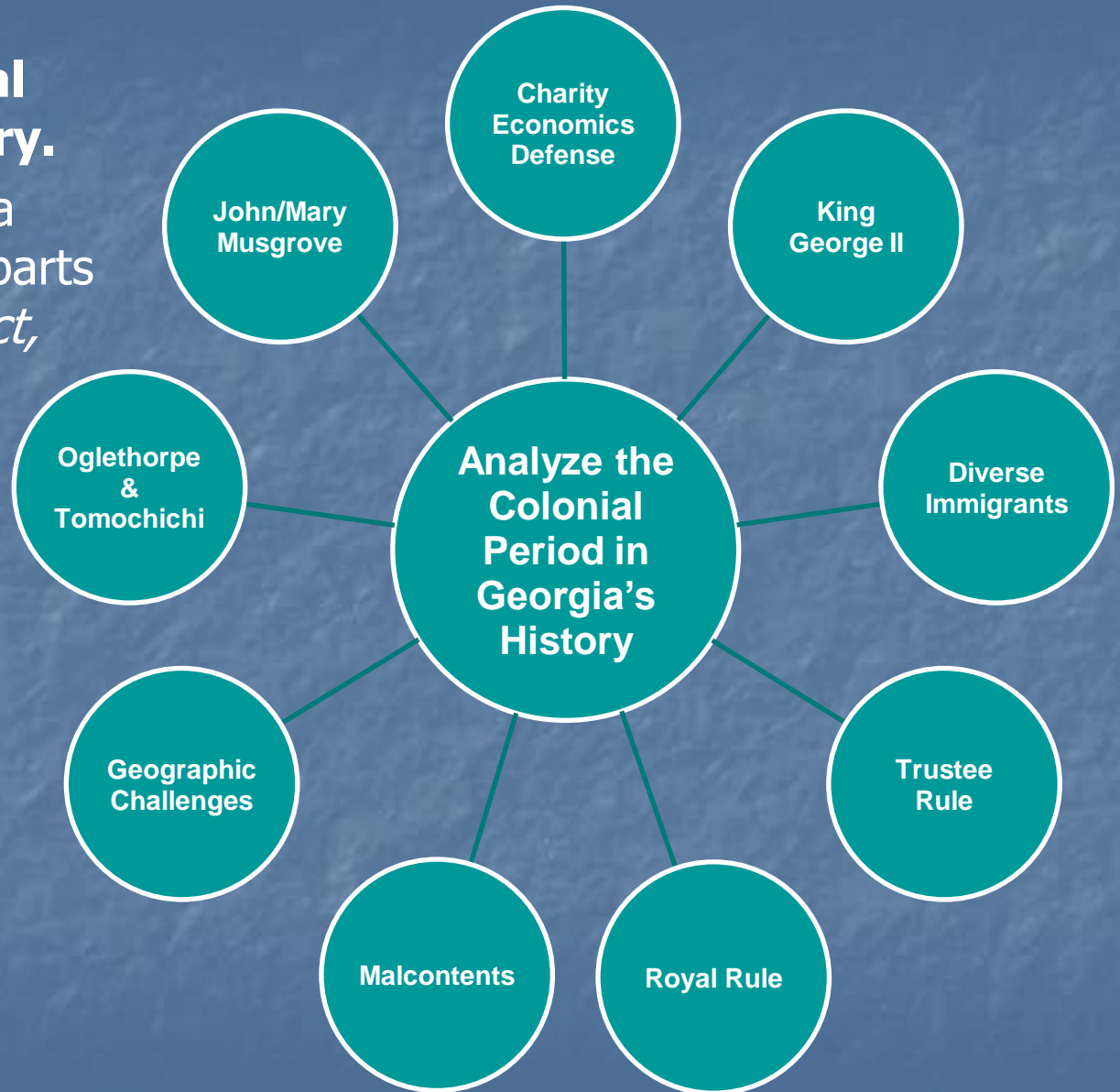
Analyze- to divide a complex idea into parts or elements: *dissect, break down*



In your notebook:

- **Write an essay that analyzes the colonial period of GA's history.**

- Analyze- to divide a complex idea into parts or elements: *dissect, break down*



Discussion

- Can you answer the Essential Question now? (G1d)
 - Location
 - Why did the English King and Georgia Trustees feel that the Georgia colony could provide certain goods and materials for England?
 - Were they able to fulfill these expectations and why or why not?