8th Grade Social Studies
Colonial Period Unit Information

Milestones Domain/Weight: History 47% and Economics 16%

Purpose/Goal(s): The colony of Georgia was officially founded on February 12, 1733. Contrary to popular belief, Georgia was not a debtor’s colony and not a single debtor was released from prison to settle the 13th colony. In addition, James Oglethorpe was not the primary “founder” of Georgia nor was he the colony’s official “governor,” but one of 21 trustees who were responsible for governing the colony.

Nevertheless, the story of Georgia’s founding is still unique in comparison to the establishment of the other 12 colonies. It is an interesting narrative of people, events, and even rules that most students find fascinating. The intent of this standard is for students to gain a better understanding of the events that lead to the founding of Georgia and the captivating people that took part in Georgia’s colonial history. Additionally, students should learn about the difference between the Trustee and the Royal periods of the colony and how these changes shaped the future state of Georgia economically, politically, and socially.

Content Map: Colonial Period Content Map

Colonial Period Teacher Notes

Prerequisites: Colonial Period Elementary Standards

Unit Length: Approximately 9 days

Click on the links below for resources by Essential Question:

EQ 1: How and why was the colony of Georgia founded?

EQ 2: How did the Trustee Period impact Georgia’s colonial history?

EQ 3: How did the Royal Period impact Georgia’s colonial history?
### Essential Question and Standard(s)

1. How and why was the colony of Georgia founded?

**Priority Standard(s):**

SS8H2a. [Standard Breakdown] 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.

SS8E1. [Standard Breakdown] The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.

SS8E2a. [Standard Breakdown] Describe how Georgians have engaged in trade in different historical time periods.

**Support Standard(s):**

ELACC6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

ELACC6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### Vocabulary

<table>
<thead>
<tr>
<th>Essential*</th>
<th>Supplemental**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charity</td>
<td>Wine</td>
</tr>
<tr>
<td>Savannah</td>
<td>Indigo</td>
</tr>
<tr>
<td>Tomochichi</td>
<td>Reform</td>
</tr>
<tr>
<td>Mary Musgrove</td>
<td>Trustees</td>
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<tr>
<td>Charter of 1732</td>
<td>Translator</td>
</tr>
<tr>
<td>James Oglethorpe</td>
<td>Deer Skins</td>
</tr>
<tr>
<td>Silk</td>
<td>Tobacco</td>
</tr>
<tr>
<td>Rice</td>
<td>Incentives</td>
</tr>
<tr>
<td>Debtors</td>
<td>Trade Network</td>
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<tr>
<td>Spanish</td>
<td>Mulberry Trees</td>
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<tr>
<td>Tobacco</td>
<td>Military “Buffer”</td>
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<tr>
<td>Incentives</td>
<td>Land Restrictions</td>
</tr>
<tr>
<td>Trade Network</td>
<td>Scottish Immigrants</td>
</tr>
<tr>
<td>Mulberry Trees</td>
<td>German Immigrants</td>
</tr>
<tr>
<td>Military “Buffer”</td>
<td>Jewish Immigrants</td>
</tr>
<tr>
<td>Land Restrictions</td>
<td>Yamacraw Bluff</td>
</tr>
<tr>
<td>Scottish Immigrants</td>
<td>Yamacraw Indians</td>
</tr>
<tr>
<td>German Immigrants</td>
<td>Creeks/Cherokees</td>
</tr>
<tr>
<td>Jewish Immigrants</td>
<td>Ban (alcohol, slavery, lawyers, Catholics)</td>
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</table>

*Essential Vocabulary listed in the GPS Standards

**Supplemental Vocabulary listed in the state frameworks and/or other state document

### Resources [Back to Top]

- The Enduring Understandings (Themes) for this lesson: **Conflict & Change; Individuals, Groups & Institutions; Movement/Migration**
- **The Founding of Georgia.ppt** [Includes “I Do”, “We Do” and “You Do”] – This power point is designed to be the main form of delivery for this lesson. There is a formative assessment built into the power point (Ticket Out the Door).
- **Colonial Georgia Guided Notes** [“You Do”] – Slot notes for the whole unit. You can use these for your paraprofessional class and your low level learners.
- **Supplemental Material(s):**
  - Excerpt from Charter of 1732
  - Oglethorpe’s description of Georgia
- **Videos:**
  - The Colony of Georgia, Founded in 1732 (approximately 7 minutes) This video is about the founding of Georgia and Georgia as a trustee colony. After watching the video, discuss the similarities and differences between the information presented in the notes vs. the video. Have the students analyze the reasons Georgia was founded and make suggestions of how they would do things differently. (DOK 2/3)
  - Georgia Stories 102: Colonial Georgia (approximately 24 minutes) This video focuses on mercantilism and settling the backcountry of Georgia.

### Assessment

- SS8H2a. Sample Assessment Items
## Essential Question and Standard(s)

2. How did the Trustee Period impact Georgia’s colonial history?

**Priority Standard(s):**

SS8H2b. [Standard Breakdown]

Evaluate the Trustee Period of Georgia’s colonial history, emphasizing the role of the Salzburgers, Highland Scots, malcontents, and the Spanish threat from Florida.

**Support Standard(s):**

ELACC6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

ELACC6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## Vocabulary

**Essential**
- Salzburgers
- Malcontents
- Trustee Period
- Highland Scots
- Spanish threat

**Supplemental**
- Ban
- Silk
- Slavery
- Darien
- Ebenezer
- Refugees
- Protestant
- New Ebenezer
- Anti-Slavery
- Orphanage
- Mulberry Trees
- Buffer Colony
- St. Augustine
- St. Johns River
- Yeomen Farmers
- Land Restrictions
- St. Simon’s Island
- War of Jenkins’ Ear
- Battle of Bloody Marsh
- Water Powered Grist Mill

*Essential Vocabulary listed in the GPS Standards

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## Resources [Back to Top]

- The Enduring Understanding (Theme) for this lesson: **Individuals, Groups & Institutions**
- Trustee and Royal Colony ppt part 1 [Includes “I Do” “We Do” and “You Do”] This power point is the main delivery for the information. It has incorporated writing prompts throughout part one.
- Supplemental Resources:
  - The Planned Economy in Georgia 1732-1752
  - Trustee Colony Formative Assessment [“You Do”]
- Other ideas for note-taking: T-chart OR Cause and Effect graphic organizer [“You Do”]

## Assessment

- SS8H2b. Sample Assessment Items
### Essential Question and Standard(s)

3. How did the Royal Period impact Georgia’s colonial history?

**Priority Standard(s):**

**SS8H2c.** [Standard Breakdown] Explain the development of Georgia as a royal colony with regard to land ownership, slavery, government, and the impact of the royal governors.

**Support Standard(s):**

**ELACC6-8WHST2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

**ELACC6-8WHST4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**ELACC6-8WHST9:** Draw evidence from informational texts to support analysis, reflection, and research.

### Vocabulary

**Essential**
- Slavery
- Royal Colony
- Government
- Royal Governors
- Land Ownership

**Supplemental**
- Cuba
- Parish
- Henry Ellis
- James Wright
- John Reynolds
- King George II
- St. Mary’s River
- French & Indian War

### Resources [Back to Top]

- The Enduring Understanding (Theme) for this lesson: **Conflict & Change**
- **Trustee and Royal Colony ppt part 2** [Includes “I Do” “We Do” and “You Do”] Continue the power point. It has discussion and a constructed response as formative assessment.
- Other formative assessment options, differentiated activities, or as summarizers for the Royal Colony.
  - Royal Governors Graphic Organizer [“You Do”; DOK 1]
  - Royal Governor Comparison Chart [“You Do”; DOK 2] - You can use this chart with the supplemental governor information (Ga governor supplement) to reinforce the differences between the governors. You could also use the supplement with the Royal governors’ graphic organizer.
- Flow Chart [“You Do”; DOK 2]: Use a Flow Chart to show the changes in the colony of Georgia under the three Royal Governors. Emphasize land ownership, slavery, the role of the citizen (governance), and religion.
  - Using the map answer the question: How did life improve for the colonists in Ga. from the time it became a Royal Colony to the end of that period?
- Summarizer Ideas:
  - Trustee Colony vs Royal Colony Venn Diagram or use the Venn Diagram Summary [“You Do”; DOK 2]
- Advanced Learners – The Georgia Colony DBQ [“You Do” or “We Do” DOK 3]
  - The Georgia Colony Mini-Q Student Pack
  - DBQ Document Analysis Sheet
  - Mini-Q Essay Outline Guide
  - DBQ Rough Draft Writing Pages | DBQ Final Draft Writing Pages | Written Response Rubric
  - The Georgia Colony DBQ Answers and Example Essays ppt

### Assessment

- SS8H2c. Sample Assessment Items
## SS8H2a: Explain the importance of James Oglethorpe, the Charter of 1732, and reasons for settlement (charity, economics, and defense), Tomochichi, Mary Musgrove, and the city of Savannah. [Back to Resources]

<table>
<thead>
<tr>
<th>Know:</th>
<th>Understand:</th>
<th>Do:</th>
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</table>
| Students will know James Oglethorpe, Tomochichi, and Mary Musgrove. | • Why the relationships between early settlers and Native Americans were so important  
• Why Savannah became the first settlement  
• What was required of citizens under the Charter of 1732  
• What boundaries were set with the Charter | • Identify major people, places  
• Infer possible outcomes for settlers if the relationship did not exist between Oglethorpe and the local Native Americans  
• Describe reasons behind the new colony for Oglethorpe and King George |

## SS8H2b: Evaluate the Trustee Period of Georgia’s colonial history, emphasizing the role of the Sulzberger’s, Highland Scots, malcontents and the Spanish threat from Florida. [Back to Resources]

## SS8H2c: Explain the development of Georgia as a royal colony with regard to land ownership, slavery, government, and the impact of the royal governors. [Back to Resources]

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</table>
| The difference between the Royal Period (governors) and the Trustee Period (James Oglethorpe). | • Understand that when Oglethorpe left the colony that 3 Governors were sent in by King George and rules began to change. | • Identify if rules were under the royal or trustee period.  
• Draw conclusions why colonists would not agree with rules set under the Trustee Period.  
• Explain why different groups agree or disagree with the rules and how this impacted their relationship with the colonist. |

## SS8E1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.

## SS8E2a Describe how Georgians have engaged in trade in different historical time periods. [Back to Resources]

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<thead>
<tr>
<th>Know:</th>
<th>Understand:</th>
<th>Do:</th>
</tr>
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<tbody>
<tr>
<td>Goods and services produced</td>
<td>• Colonial Georgia settlers had to grow certain crops for England although many settlers wanted to be like South Carolina and have plantations, slaves and grow cotton</td>
<td>• Summarize how agriculture and slavery changed between 1732 to the 1750’s for Georgia colonist.</td>
</tr>
</tbody>
</table>