Unit 2

The Debatable Land
Introduction:

Goal of Unit:
The student will gain a major understanding of all aspects of colonial imperialism in the North American Southeast, and how the contest for empire helped to shape the colony of Georgia and its early inhabitants, including Native Americans.

Georgia Performance Standards:

4th

SS4H2 The student will describe European exploration in North America.
SS4H3 The student will explain the factors that shaped British colonial America.
SS4E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.
SS4G2 The student will describe how physical systems affect human systems.
SS4CG3 The student will describe the functions of government.
ELA4R3 The student understands and acquires new vocabulary and uses it correctly in reading and writing.
ELA4C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

8th

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.
SS8H2 The student will analyze the colonial period of Georgia’s history.
ELA8R2 The student understands and acquires new vocabulary and uses it correctly in reading and writing.
ELA8C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

Topics:
European impact on Native American cultures
The struggle for empire among the British, French, and Spanish for supremacy in the southeast
European exploration of North America
Spanish missions on the Georgia Coast
Evolution of government and civics in early Georgia

Teacher Background Information:
This unit covers Spanish, French, and British exploration of North America with a particular focus on empire building in the colonial southeast. The objective of this unit is to get students to better understand the roots of Georgia’s establishment, the role of the colony in its early development, and significant events that shaped it.

Length of Unit: 5-6 days:
Day One: Pre-reading activities (choose either “What is a Colony,” or Map Activity)
Day Two: Pre-reading activity, guided reading one and activities
Day Three: Guided reading two and activities
Day Four: Guided reading three and activities
Day Five and Six: Post-assessment activity (Choose one or as many as you wish)
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Hook Activity</th>
<th>Pre Assessment</th>
<th>Learning Activities</th>
<th>Post Assessment</th>
<th>Resources</th>
</tr>
</thead>
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<tr>
<td>1. What is a Colony?</td>
<td>Hook ’em Activity</td>
<td>Daily Warm-up</td>
<td>Match raw materials w/ finished products</td>
<td>Student responses</td>
<td>Product name labels, internet, media center</td>
</tr>
<tr>
<td>2. Map Activity</td>
<td>Colonial Map</td>
<td>Daily Warm-up</td>
<td>Evaluating and analyzing colonial maps</td>
<td>Student responses to worksheet</td>
<td>Internet</td>
</tr>
<tr>
<td>3. The Debatable Land Guided Readings</td>
<td>Colonial Map</td>
<td>Daily Warm-ups</td>
<td>Guided Readings &amp; Activities</td>
<td>Self checks and guided reading quizzes, unit test</td>
<td>Guided reading handouts</td>
</tr>
<tr>
<td>4. Most Significant Order of Events</td>
<td>Previous activities</td>
<td>Previous activities</td>
<td>Students place historic events in order by significance</td>
<td>Success of student responses</td>
<td>Handouts</td>
</tr>
<tr>
<td>5. Struggle for empire Block Chart</td>
<td>Previous activities</td>
<td>Previous activities</td>
<td>Students compare and contrast European settlement and competitions</td>
<td>Success of student responses</td>
<td>Handouts</td>
</tr>
<tr>
<td>6. Internet Scavenger Hunt</td>
<td>Previous activities</td>
<td>Previous activities</td>
<td>Students research web sites for content information</td>
<td>Success of student responses</td>
<td>Internet</td>
</tr>
<tr>
<td>7. The Debatable Land Timeline</td>
<td>Previous activities</td>
<td>Previous activities</td>
<td>Students artistically illustrate historic events on a timeline</td>
<td>Student product based upon rubric provided</td>
<td>Internet, various art supplies</td>
</tr>
<tr>
<td>8. Colonial America Scrapbook</td>
<td>Previous activities</td>
<td>Previous activities</td>
<td>Students create a scrapbook about colonial life and culture</td>
<td>Student product based upon rubric provided</td>
<td>Internet, various art supplies</td>
</tr>
<tr>
<td>9. Come to the Colonies Brochure</td>
<td>Previous activities</td>
<td>Previous activities</td>
<td>Students create a travel brochure advertising life in the colonies</td>
<td>Student product based upon rubric provided</td>
<td>Internet, various art supplies</td>
</tr>
</tbody>
</table>
The Debatable Land (Unit Two)

Pre-Reading Activities
What is a Colony?
Lesson One

Georgia Performance Standard:
SS4H3  The student will explain the factors that shaped British colonial America.
SS4G2  The student will describe how physical systems affect human systems.
SS4E1  The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.
SS8H2  The student will analyze the colonial period of Georgia’s history.

Essential Questions:
Why did European countries form colonies?
What raw materials were produced in the colonies?
Why were raw materials produced in the colonies and how were they used to benefit Europeans?

Description:
In this activity your students will be required to compare a series of items. Some will be raw resources produced by the American colonies, and some will be finished products made from these raw resources. The students will have to match the raw resources with the finished products made from the raw resources.

Materials:
Product/raw materials chart
Internet access

Procedure:
Daily Warm-Up Activity – Put the five items listed below on the overhead or chalkboard. In teams, or as individuals, have the students brainstorm what raw materials are used to make these items.

Blue Jeans
Automobiles
Pencils
Football
Leather Jacket

- Go over daily warm-up and pay particular focus on the fact that most products produced today are made from raw materials. Many of these raw materials are not found in our own country, and must be imported.
- Print up the product label cards and display them on the wall, an overhead, or the chalkboard.
- Divide the class into small groups of 3-4 students.
- Explain that the colonies produced “raw materials” like the ones on the red cards. They then sent those to the “mother country” where they were manufactured into finished products, like those on the green cards.
- After students have guessed which raw materials pair up with the finished products, talk about the correct matches.
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What is a Colony?

Guide discussion with questions designed to get them to think about the purpose of a colony:

1) Why do you suppose the colonists were discouraged from manufacturing products? How do you think Great Britain benefited from this type of system?

2) Do you think that it was fair for officials in Great Britain to tell the colonists they were not allowed to manufacture things?

3) How do you suppose you would react if the government came along and told you what you can and cannot do economically?

4) Guess what major historical event happened in our nation’s history as a result of Britain’s commercial laws against the colonists?

<table>
<thead>
<tr>
<th>Product</th>
<th>Raw Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>LINEN BLANKET</td>
<td>WOOD</td>
</tr>
<tr>
<td>CANDLE</td>
<td>FLAX</td>
</tr>
<tr>
<td>CHARCOAL</td>
<td>INDIGO</td>
</tr>
<tr>
<td>LEATHER</td>
<td>BARLEY</td>
</tr>
<tr>
<td>ROPE</td>
<td>PINE SAP</td>
</tr>
<tr>
<td>AXE HEAD</td>
<td>DEERSKINS</td>
</tr>
<tr>
<td>COOKING POT</td>
<td>HEMP</td>
</tr>
<tr>
<td>SOAP</td>
<td>SULFUR</td>
</tr>
<tr>
<td>WAISTCOAT</td>
<td>WHEAT</td>
</tr>
<tr>
<td>FLOUR</td>
<td>SUGAR CANE</td>
</tr>
<tr>
<td>RUM</td>
<td>CORN</td>
</tr>
<tr>
<td>BLACK POWDER</td>
<td>HOPS</td>
</tr>
<tr>
<td>MEDICINE</td>
<td>BEES WAX</td>
</tr>
<tr>
<td>BEER</td>
<td>IRON ORE</td>
</tr>
<tr>
<td>PITCH</td>
<td>COPPER ORE</td>
</tr>
<tr>
<td>INK</td>
<td>FISH</td>
</tr>
<tr>
<td>COD LIVER OIL</td>
<td>ANTIMONY</td>
</tr>
<tr>
<td>BREECHES</td>
<td>WOOL</td>
</tr>
<tr>
<td>SILK</td>
<td>SILK WORMS</td>
</tr>
<tr>
<td>QUININE</td>
<td>JESUITS’ BARK (CHINCH BARK)</td>
</tr>
<tr>
<td>INK</td>
<td>LYE</td>
</tr>
</tbody>
</table>
Georgia Performance Standard:

4th
SS4H3  The student will explain the factors that shaped British colonial America.
SS4G2  The student will describe how physical systems affect human systems.

8th
SS8H2  The student will analyze the colonial period of Georgia’s history.

Essential Question:
What places of significance on historical maps played key roles in Georgia’s development?

Description:
In this activity the students will learn about Georgia’s historical geography by identifying landmarks of historical significance. They will use old maps found on the internet.

Materials:
Computer(s) with Internet access
Pencils
Map Activity
Atlases

Procedure:
Daily Warm-Up Activity – Look at the map displayed on the overhead. What three major rivers are located around the place called Margravate of Azilia?

- Display the map on the overhead and complete the daily warm-up activity. Explain to the students that this map was made in 1725. It shows a place called Margravate of Azilia because this was supposed to be a colony established before Georgia came to be. See answer key for more detail.
- Visit the website http://www.libs.uga.edu/darchive/hargrett/maps/colamer.html and give the students a brief tutorial on how to navigate through the maps.
- Next, have the students answer the questions below in relation to specific maps found on the webpage. Test all websites first to make sure they are active.
Directions:
Visit [http://www.libs.uga.edu/darchive/hargrett/maps/colramer.html](http://www.libs.uga.edu/darchive/hargrett/maps/colramer.html). Here you will find all kinds of historic maps of North America in the colonial era. Next, answer all the questions below related to these maps.

1) Look at the map titled *A new map of his majesty's flourishing province of South Carolina*. In which modern state does the Margravate of Azilia appear to be?
   A. Which European country settled Carolina?
2) Now go to the website [http://ourgeorgiahistory.com/early/azilia.html](http://ourgeorgiahistory.com/early/azilia.html). Which leader was responsible for establishing the Margravate of Azilia? Why was it so important to establish such a settlement?
3) Visit the map titled *North America*.
   A. In what year was this map made?
   B. Which colony is displayed on this map where modern day Georgia is now located?
   C. Which colony lies east of the colony which is the answer to the last question?
   A. Which nation first colonized Florida?
   B. Now, why do you suppose the map shows Florida to be so big?
5) Visit the map titled *A map of Louisiana and of the River Mississippi*.
   A. Which major colony lies to the west of Carolina and Florida?
   A. Which European country established permanent settlements in Louisiana?
7) Based upon what you have learned about these settlements, which three European countries were competing for control of North America?
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8) On the next page is a map of North America and a list of some places that you will need to know to help you with the reading selection on the next several pages. Use letters from the map to match each region with its name below. A close-up map of the southeast is provided to better help you identify certain places of interest. You may use atlases or the internet to help you with your search for these locations.

<table>
<thead>
<tr>
<th>Region</th>
<th>Letter</th>
<th>Place Name</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fort King George</td>
<td>______</td>
<td>Savannah River</td>
<td>______</td>
</tr>
<tr>
<td>Beaufort, South Carolina</td>
<td>______</td>
<td>New Orleans</td>
<td>______</td>
</tr>
<tr>
<td>Gulf of Mexico</td>
<td>______</td>
<td>Barbados</td>
<td>______</td>
</tr>
<tr>
<td>Dominican Republic</td>
<td>______</td>
<td>French Louisiana</td>
<td>______</td>
</tr>
<tr>
<td>Florida</td>
<td>______</td>
<td>Mississippi River</td>
<td>______</td>
</tr>
<tr>
<td>Georgia</td>
<td>______</td>
<td>Caribbean Sea</td>
<td>______</td>
</tr>
<tr>
<td>St. Augustine</td>
<td>______</td>
<td>Charleston, South Carolina</td>
<td>______</td>
</tr>
<tr>
<td>Altamaha River</td>
<td>______</td>
<td>Mobile</td>
<td>______</td>
</tr>
</tbody>
</table>
The Debatable Land (Unit Two)

Lesson Three

Section One: The Spanish Occupation
Section Two: The French Occupation
Section Three: The British Occupation

Georgia Performance Standard:

4th
SS4H2 The student will describe European exploration in North America.
SS4H3 The student will explain the factors that shaped British colonial America.
SS4E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.
SS4G2 The student will describe how physical systems affect human systems.
ELA4R3 The student understands and acquires new vocabulary and uses it correctly in reading and writing.
ELA4C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

SS4CG3 The student will describe the functions of government.

8th
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.
SS8H2 The student will analyze the colonial period of Georgia’s history.
ELA8R2 The student understands and acquires new vocabulary and uses it correctly in reading and writing.
ELA8C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

Essential Questions:
Which Europeans first explored North America and what did they claim for their countries?
What were Spain’s motives for colonizing North America?
What were France’s motives for colonizing North America?
What were Great Britain’s motives for colonizing North America?
Why did all three European countries become interested in the colonial southeast?

Description:
In this activity, the students will read selections about English, French, and Spanish colonization in the colonial southeast. The entire reading is divided into three parts. Each part is devoted to each nation’s interest in building a colonial empire in modern Georgia. Furthermore, guided reading quizzes are offered in order to encourage better student engagement in the reading and accountability for comprehension. Finally, each section has summative questions that may be used for homework, class work, or for a quiz.
Materials:
Guided Reading Selection and activities
Overhead projector

Procedure:
- Start with section one and read through the material with the students, or have them read in groups.
- Ask them questions from the guided reading quiz as they read, or after if preferred.
- As homework or class work have the students complete the self-check activity for section one.
- On the overhead, complete the main idea house organizer for the students. Use the answer key to fill in the notes. Make sure to use this organizer to reinforce the key points of the lesson.
- Complete sections two and three the same way.
Section One  

The Spanish Occupation

Daily Warm-up – Which European country first permanently settled the colony of Florida?

Terms to Know

<table>
<thead>
<tr>
<th>Natural resources</th>
<th>Christopher Columbus</th>
<th>Dominican Republic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caribbean Sea</td>
<td>Hispaniola</td>
<td>Lucas Vasquez de Ayllon</td>
</tr>
<tr>
<td>Sapelo Island</td>
<td>Conquistadores</td>
<td>Hernando De Soto</td>
</tr>
<tr>
<td>Francisco Vasquez de Coronado</td>
<td>Hernan Cortez</td>
<td>Tenochtitlan</td>
</tr>
<tr>
<td>Aztecs</td>
<td>La Florida</td>
<td>Ponce de Leon</td>
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<tr>
<td>Pedro Menendez de Aviles</td>
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</tbody>
</table>

Several hundred years ago many great countries of Europe began competing with one another for natural resources found throughout the world. These resources included things like animal hides, timber, crops, plant chemicals, foods, and precious metals. These items were often hard to find in Europe, so Europeans had to look elsewhere for them. Consequently, European explorers began to venture out far in the ocean. These explorers were in search of new lands with many natural resources like the ones above.

One of the first great explorers to settle people in the New World was Christopher Columbus. Though Columbus was Italian, he sailed for Spain to the New World in 1492. His primary endeavor was to find gold and silver for the Spanish king and queen. In a place called Santo Domingo, located in the present-day Dominican Republic, he was the first European to formally establish a claim to lands in the Americas. As such, Spanish authorities believed they held rights to the New World and began attempting to colonize many parts of it. Spain was the first nation to take over the Caribbean Sea with Hispaniola becoming the Spanish capital over all her New World possessions. Hispaniola was located in modern-day Dominican Republic.

After Columbus’ voyages, many Spanish explorers followed in order to discover and settle new territories. One such explorer was Lucas Vazquez de Ayllon. Ayllon left Hispaniola in 1526 en route for the North American mainland. He and 600 colonists ended up on an island close to Sapelo Island off the coast of modern Georgia. They called their settlement San Miquel de Guadalupe. Before long, Ayllon died, and the other colonists began to suffer as well. Only 150 survived; they escaped later back to Hispaniola. Such hardships proved that populating a new world was highly dangerous.
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Many Spanish explorers were not interested in permanent settlements. Instead, they wanted to establish wealth by finding gold and silver. These types of explorers were called **conquistadors**. In their selfish quest for gold, these conquistadors often harmed entire Native American civilizations. **Hernando De Soto** for example, was a Spanish explorer who, from 1539 to 1541, traveled throughout Southeastern North America, including modern day Florida, Georgia, Tennessee, Arkansas, and Texas. On the way, he ravaged Indian communities in his search for gold and new territories to colonize.

**Francisco Vasquez de Coronado** left Mexico in the early 1540s and toured southwestern North America in pursuit of the legendary **Seven Cities of Cibola**. This city, he believed, was filled with vast treasures. Along the way he showed little respect toward the natives and often killed them. Though they killed many natives in search of gold, neither De Soto nor Coronado ever discovered any of it.

Earlier in 1520, the conquistador **Hernan Cortez** invaded the ancient city of **Tenochtitlan**, the ancient Aztec Indian capital found in central Mexico. The following year he defeated the Aztecs, killing their respected leader Montezuma. The Aztecs were an advanced civilization of Native Americans found in Mexico. They had established a modern city there and had made remarkable advances in engineering, art, mathematics, and astronomy. In fact, the Aztecs used a calendar that was far more accurate than the one used by Europeans. They might have successfully defended themselves against Cortez were it not for an outbreak of smallpox among the Aztec people.

The most successful colony established by Spain in America was **La Florida**, so named by **Ponce de Leon** who explored the area in 1513 in search of his famous Fountain of Youth. Ponce de Leon claimed the land for Spain but never established a colony due to Indian hostility.

A permanent colony in Florida came in 1565 with the establishment of St. Augustine by **Pedro Menendez de Aviles**. Menendez set up this colony to settle soldiers and their families. The soldiers were to help protect Spanish treasure ships coming up out of South America. The fleets were filled with millions of dollars in precious metals and jewels. In 1565, Menendez, along with a large Spanish force, removed the French entirely from the southeastern coast. Three years earlier, the French had settled Fort Caroline on the St. Johns River near modern day Jacksonville, Florida.

Over the next several decades, St. Augustine grew into a major city and and became the center of operations for the Spanish in North America. The Spanish erected missions and forts throughout modern Georgia and North Florida. Priests and missionaries lived in these missions. Their goal was to Christianize the Native Americans. Additionally, the Spanish hoped to teach the Indians how to grow crops the way Europeans did. This, they believed, would help produce enough food for the colonists settled in the Caribbean Islands.

These are just a few of the events that happened as the explorers traveled through the new world. All of these events contributed to the **legacy** of Spanish colonization. First, Spanish accounts of the New World were quite glamorous and helped to popularize the Americas among Europeans. Secondly, the Spanish saw the Native Americans as barriers to progress and, as such, viewed them as sub-human and unworthy of owning a land filled with enormous wealth. This would greatly affect how other

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Language Arts Break
As used in the sentence to the left, what part of speech is the word treasures?
A.) Adverb
B.) Adjective
C.) Noun
D.) Preposition

Reading Skills Break
Based upon the context of its use in the sentence below, which best defines the meaning of the word erected?
A.) Planned
B.) Manned
C.) Defended
D.) Built

Reading Skills Break
Based upon the context of its use in the sentence to the left, which of the following best describes the meaning of the word legacy.
A.) Future
B.) Benefit
C.) Inheritance
D.) Profit
Europeans treated the Natives. Thirdly, the Spanish kept good records and drawings. These documents opened up all the mysteries and wonders of the New World to competing nations. It was not long before others were attempting to out-compete Spain for control of the New World.

**Self Check:**
1) Why was Spain so interested in colonizing the New World?
2) What were the Spanish conquistadors most interested in gaining from the New World? How did this impact the Native Americans?
3) How did Spain’s early exploration of the New World go on to serve other European countries?

**Guided Reading Quiz:**
1) Name the two major natural resources that Christopher Columbus was primarily interested in getting from the New World.
2) Which Spanish explorer toured the Southeast in the 1540s?
3) Which Spanish explorer toured Southwestern North America?
4) True or False The Native Americans benefited greatly from Spanish Colonization.
5) Which advanced civilization did Hernan Cortez defeat?
6) What did the Spanish hope to accomplish by building missions among the Native Americans in the Southeast?
7) Name one way the Spanish helped to spark great interest in New World colonization.
8) True or False The Spanish had little impact on how other Europeans came to view the Native Americans.
9) What was Ponce De Leon searching for when he explored La Florida?
10) Where did Lucas Vazquez de Ayllon settle his colony called San Miguel de Guadalupe?
**Directions:**
In the Main Idea House below, insert teacher notes into your copy of the organizer. This will serve as your notes for this section of the reading. Hang onto this in your notebooks because you will fill in the other sections as well.

The Spanish, English, and French all competed with one another for control of southeastern North America.

<table>
<thead>
<tr>
<th>Why?</th>
<th>Spain</th>
<th>France</th>
<th>England</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>When?</td>
<td></td>
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<td></td>
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<tr>
<td>How?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legacy?</td>
<td></td>
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</tr>
</tbody>
</table>
Section Two

The Debatable Land (Unit Two)

The French Occupation

Daily Warm-up – Which European country permanently settled the colony of Louisiana?

Terms to Know

<table>
<thead>
<tr>
<th>Jean Ribault</th>
<th>Rene de Laudonnière</th>
<th>Charlesfort</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Augustine</td>
<td>René- Robert Cavalier de La Salle</td>
<td>Gulf of Mexico</td>
</tr>
<tr>
<td>Mississippi River</td>
<td>Mobile</td>
<td>New Orleans</td>
</tr>
<tr>
<td>Louisiana</td>
<td>Fur trade</td>
<td></td>
</tr>
</tbody>
</table>

Reading Skills Break

Based upon the context of its use in the sentence above, which of the following best explains the meaning of the word acknowledge?

A.) To admit
B.) To deny
C.) To claim something
D.) To accept

France’s interest in establishing New World colonies developed along with Spain’s. As early as 1534, French explorer Jacques Cartier was exploring the St. Lawrence River in present-day eastern Canada. He continued there until 1541 looking for precious gold and diamonds. He never found any. However, he and others did acknowledge that there was wealth to be made in the fishing industry there, so Cartier helped establish France’s interest in settling the Great Lakes area. This became France’s starting point for settlement in the New World.

From 1562 to 1565, French explorers Jean Ribault and Rene de Laudonnière attempted to establish claims to the southeastern coast. Ribault settled and built Charlesfort on modern-day Paris Island, South Carolina. The colony was short-lived due to starvation and mutiny from the soldiers who manned the fort. Likewise, in 1564 Laudonnière attempted to build a colony called Fort Caroline near modern day Jacksonville, Florida. However, Fort Caroline was short-lived. Later that year, Pedro Menendez de Aviles of Spain invaded the young settlement with a force of about 1,000 soldiers. Menendez and his forces slaughtered most of the soldiers and took over the area for Spain. In the same year he destroyed Fort Caroline, 1565, Menendez also established the town of St. Augustine in Florida.

Later, from 1685 to 1687, René-Robert Cavalier de La Salle traveled down the North American continent on the mighty Mississippi River. His travels took him all the way from eastern Canada to present-day Texas. He tried unsuccessfully to build a colony in Texas on the Gulf of Mexico.

La Salle’s explorations increased French interest in the Mississippi River and the middle regions of North America. Soon after his voyage down the Mississippi, French outposts sprang up along the mighty river. Of particular interest to French explorers was the fur trade. This industry required good relations with Native Americans. In 1698, the settlement of Mobile was established in modern-day Alabama along the Mobile River. Mobile exists to this day. Other towns and forts followed, including New Orleans in 1718 and Fort Toulouse in 1717. These initial settlements and forts were the beginnings of what would
develop into French Louisiana.
The French settlement of the Gulf Coast Region was significant for several reasons. First, the French were responsible for the growth of the fur trade. This trade involved trapping and hunting animals for their hides. Their hides could be used to make products such as clothing. The fur trade caused the French and the English to rely more heavily on the Native Americans. These people knew much about the North American landscape and hunting animals to produce furs. Consequently, Indian tribes became an even greater factor in building colonies here in America, especially among the French and the English. The Indians were no longer viewed as obstacles to settlement. Instead, they were seen as potential allies. As the French moved down the Mississippi and into Louisiana the British colonists on the east coast became very nervous; they became very interested in establishing a barrier zone to protect against any French invasion of their colonies on the east coast.

Self-Check:
1) After La Salle’s exploration down the Mississippi River, how did French officials change their interests in the New World?
2) How were the French different from the Spanish in their treatment of the Indians?
3) What was the primary influence that the French had on European colonization?
4) Why did the French want to move down the Mississippi to colonize new lands?

Guided Reading Quiz:
1. Which great French explorer first explored Northeastern North America for the French?
2. In what modern state was Charlesfort located?
3. Which people killed most of the settlers at Fort Caroline?
4. Which Spanish settlement became the first permanent European settlement in North America?
5. Which great river did La Salle travel down?
6. Which type of commercial trade did France become interested in after La Salle’s exploration of the Mississippi?
7. In what year was New Orleans established?
8. True or False? The fur trade required the French to have a very good relationship with the British?
9. True or False? The British in South Carolina helped the French get established in Louisiana because the South Carolina colonists needed trade partners?
10. True or False? The fur trade helped to improve the relationship between Native Americans and Europeans.
Main Idea House

The Spanish, English, and French all competed with one another for control of Southeastern North America.

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<th>Why?</th>
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Section Three  The English Occupation

Daily Warm-up – Which European country was responsible for building Spanish missions along the coast that is modern-day Georgia?

Terms to Know

<table>
<thead>
<tr>
<th>The Debatable Land</th>
<th>Jamestown</th>
<th>Cash crops</th>
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<tbody>
<tr>
<td>Savannah River</td>
<td>Barbados</td>
<td>Charles Town</td>
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<tr>
<td>Beaufort</td>
<td>Plantations</td>
<td>Altamaha River</td>
</tr>
<tr>
<td>John Barnwell</td>
<td>Fort King George</td>
<td>General James Oglethorpe</td>
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<tr>
<td>Georgia</td>
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During the late 1500s and well into the 1600s, Spanish missions popped up along the entire coast of modern Georgia. These missions spread west into a region the Spanish referred to as Apalachicola. The purposes of these missions were to Christianize Native Americans and to teach them agricultural techniques.

From 1660 to 1680, the English and their Indian allies began raiding these missions and destroying them. Eventually, the Spanish were forced to retreat back to St. Augustine, in Florida. Over the next five decades, the territory separating South Carolina from Florida became known as “The Debatable Land.” This is because England, France, and Spain all competed and argued to control it.

The English had started building colonies in the early 1600s, starting with Jamestown, Virginia in 1607. The primary focus of these colonies was growing cash crops such as tobacco and rice. These crops earned vast amounts of wealth.

Throughout the rest of the 1600s, the British had built colonies all along the entire east coast of North America all the way down to the Savannah River.

In 1670, South Carolina was established by a group of proprietors, landlords back in England who owned land in the colonies. The colony was populated with settlers and slaves, many of whom came up from Barbados. Barbados is an island in the Caribbean Sea. Over the next several decades, the colony grew, especially Charles Town and Beaufort. Both towns had economies that centered largely on rice production. Growing rice was done on plantations, large tracts of planted land that required much slave labor. Consequently, South Carolina had an enormous slave population.

Carolina trappers carried on a very rich trade in furs with Native Americans to the west. Soon, the British came to view the Indians as possible allies who could help them defeat the French and the Spanish and began to compete heavily for control of the fur trade. In fact, the English traders were so competitive that they began trading guns, alcohol, and iron tools with the Indians in order to get their business. As a result, the Natives became
The Debatable Land (Unit Two)

increasingly reliant upon Europeans for survival. This is because the Indians began to leave their traditional lifestyle in exchange for a more modern one. Alcoholism became a serious problem among many tribes. Furthermore, guns made warfare among the tribes more brutal and competitive.

In the early part of the 1700s, the French started to settle in present-day Alabama, east of the Mississippi River. These settlements scared many Carolina colonists. They became convinced that both the French and Spanish were out to surround Carolina with enemy colonies and ultimately “choke” the British out of Carolina and Virginia. Spanish Saint Augustine was only about three hundred miles south from Charles Town, South Carolina.

All of these factors brought on a great deal of fear among the colonists in South Carolina. The colony had already been attacked by the Spanish in the 1680s and had suffered great losses. Since the French seemed ready to attack the colony, its colonists and governmental officials began demanding that some type of military protection be provided to help defend it.

In 1720, the British government approved a fort to be built at the entrance of the Altamaha, a river that lies in southeast Georgia today and is one of the largest river systems east of the Mississippi River. Colonel John “Tuscarora Jack” Barnwell was sent to oversee its construction. He chose to name it Fort King George in honor of King George I of Great Britain.

In 1721, Barnwell began the task of building the fort; however, there were many problems. He had requested healthy soldiers; instead, he got a group of invalids, a name given to elderly soldiers who were not very fit for military service. These invalids got sick on the boat ride over from England to South Carolina and could not go to serve Barnwell until the winter of 1722.

By 1724, the fort was in serious trouble. Over two thirds of the original soldiers there had died, mostly from diseases such as dysentery and malaria. Colonel Barnwell himself died in that year as well. The following year, the fort burned in a mysterious accident. It is quite probable, however, that the soldiers may have conspired to burn it, hoping that its destruction would get them away from the Altamaha and back to civilization in South Carolina. In spite of the fire, by 1725 the fort was re-built, except this time with poor wood. The fort never really seemed to fully recover from the disastrous fire. The fort was eventually abandoned in 1727 due to financial problems and dying soldiers.

Fort King George, though it may have seemed unsuccessful, was a very important development. It was the first step in the establishment of Georgia, the thirteenth British colony in North America. When Georgia’s founder, General James Oglethorpe, came here in 1733, he sought to establish a “buffer colony” between Spanish Florida and the British colonies to the north. This buffer colony helped the Carolinians by offering them military protection from Spanish
The Debatable Land  (Unit Two)

Invasion from Florida. This was not a new idea, however; Carolina officials had developed this idea previously in 1720 with the plan to build Fort King George. The fort was supposed to be the first step in building a town on the Altamaha River. This town was supposed to be settled by people who could serve as a militia. The militia was to be in charge of defending the southern frontier from Spanish invasion. Once General Oglethorpe established Georgia, the buffer was in place.

Throughout the 1600s and 1700s, the land we know today as Georgia was a vast territory known as “the debatable land.” Three of the world’s mightiest nations competed to occupy and control it. It was a highly valued land mostly because of its river systems and its natural resources. The rivers made for good transportation, and the natural resources could be used to make valuable consumer products back in Europe. Fortunes could be made or lost in the business of colony building. Whichever country held more land in the New World was likely to make the most money in the competition for world control. For these reasons, the land now called Georgia was once one of the most desired territories in the world.

Self-Check:
1) What about the British colonies’ economy was different from those of Spain and France?
2) Why did the British colonists of Carolina want Fort King George to be built?
3) What does it mean when we say that Georgia was once a “debatable land?”

Guided Reading Quiz:
1. True or False? French soldiers drove the Spanish missions off the Georgia coast?
2. True or False? Rice was the main cash crop grown in colonial South Carolina?
3. True or False? Slavery was not very common in South Carolina.
4. True or False? Spain established Spanish missions all along the southeast coast.
5. True or False? The British relied mostly on the fur trade for income in their colonies.
6. True or False? Fort King George was built to provide protection from Britain’s enemies.
7. True or False? It was the French who caused much fear in South Carolina over the security of the colony.
8. True or False? Most of the soldiers at Fort King George died from diseases.
9. True or False? Fort King George was abandoned in 1727 after the French attacked it and tore it down.
10. True or False? The debatable land had river systems that made this territory very valued to all European colonists.
**Graphic Organizer Notes**

**Directions:**
Fill in the section note organizer about English Colonization in the New World.

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The Spanish, English, and French all competed with one another for control of Southeastern North America.

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<th>Why?</th>
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<td>Legacy</td>
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Georgia Performance Standards:
SS4H3  The student will explain the factors that shaped British colonial America.
SS8H2  The student will analyze the colonial period of Georgia’s history.

Essential Questions:
What significant events helped to shape the struggle for empire that led toward the establishment of Georgia in the colonial southeast?
What is the order of these events in significance?

Description:
The teacher will use this graphic organizer to facilitate a lecture on the reading selection “The Debatable Land.” First, the students will predict on their own what they believe are the most significant events based upon a list of events provided. The teacher may let the students work in teams and reward the team that comes the closest. After the students have come up with their predictions, the teacher will then give them another copy of the graphic organizer. This one will help facilitate a lecture on the reading selection “The Debatable Land.”

Materials:
2 Most Significant Events Graphic Organizers
Overhead Projector (optional)

Procedure:
- Read the reading selection “The Debatable Land” and have the students complete all the reading activities.
- Read the instructions with the students and do all the examples to reinforce the concept.
- Pass out the “Most Significant Order of Events” organizer. Go over the statement that the students will have to support. It is in the bottom square of the graphic organizer. Make sure that they understand that all events and ideas either directly or indirectly support our main argument. However, they are to identify the ones that are most relevant to the argument and put them closest to the bottom squares. The most significant supporting event or idea will go on the bottom square. The least significant event will go at the very top. The least significant event is already provided. Then, the students will fill in all the other statements based on order of significance, so that the statement in the number two square is more significant than the one in number one, but not as significant as the one in number three.
- After the students have worked independently or together to predict what they believe the order of significance is, give them another blank copy of the graphic organizer. Tell them you are going to go over the answers and explain each one. Ideally, this should just be graded for completion and the students can keep it to use as a study aid for the test.
In this activity, you will learn how to order historical events by significance. Significance means how important something is. When studying history, it is important to understand that all important events in history are usually preceded by many others, some with a direct impact and others which are more indirectly related. In other words, some events are more significant than others. For example, The United States’ birth is often dated as July 4th, 1776, the day the Declaration of Independence was signed. However, the origins of our country can be traced back to centuries before this. First, during the 1600s and 1700s, people in Europe decided that they wanted to move off to foreign lands. Next, they established colonies with communities and economic activities. Next, they had to disagree with Great Britain over how the colonies should be governed. Then, the colonists had to decide to take up weapons and fight the British for independence. These are but a few of the events that led up to the birth of our country. Some are more significant than others because they had a direct impact on the birth of our country.

Another way to think of it is like this: Let’s say two cars get into a wreck, but fortunately no one is injured. A series of events had to happen in order for this to take place. First, both drivers of the vehicles had to be born, grow up, and learn to drive. Next, they had to have reasons to be driving. These reasons could include getting to a job, to get to the store, or, to visit a relative. This means that other events had to happen to cause the drivers to be driving in the first place. Maybe on the day of the accident, one driver was on his way to the store but decided to take some cough medicine at home before leaving. The cough medicine made him drowsy and he fell asleep at the wheel, causing him to crash into the other motorist. The reason he took the cough medicine was because he got the flu from somebody at work. All of these actions leading up to the accident had significance. However, the most significant action causing the accident was when the driver took cough medicine. The fact that the driver got sick at work holds some significance, but it did not directly cause the driver to fall asleep at the wheel and then crash. Instead, the medicine did. Let’s practice below.

Below are a main event followed by a series of occurrences that led up to it. Try to put the occurrences in order of least to most significant.

Main Event
On April 14, 1865 President Abraham Lincoln was assassinated at the Ford Theatre in Washington D.C.

Occurrences
1. In 1860 Abraham Lincoln ran for President
2. In 1809 Abraham Lincoln was born.
3. On April 14th, 1865 John Wilkes Booth conspired to murder Abraham Lincoln due to the President’s war against the southern States.
4. In 1861 the American Civil War started.

Correct order of events
- 1. Abraham Lincoln had to be born in order for anything to happen. However, his being born did not directly cause him to be assassinated by John Wilkes Booth.
- 2. The fact that he was president meant that Abraham Lincoln was in a position of power that often put him at odds with many people, some of who wanted to kill him. So, this holds some significance.
- 3. Abraham Lincoln was president during the Civil War and many southerners did not like him due to the fact that he supported the North against the South. Therefore, this is more significant to his assassination.
- 4. John Wilkes Booth’s conspiracy to murder the president and his hatred of Lincoln directly led to Lincoln being shot at the Ford Theater. Therefore, this is the most significant occurrence that caused his assassination.
Directions:
Below is a Main Statement about an event in history. You must place the following supporting events in order of significance starting with the least significant event at the top. Remember to ask yourself which event most likely had a direct impact on our main event and which event had the least direct impact.

1. From 1660 to 1680, Carolina colonists destroy Spanish missions all along the Southeast coast.
2. English colonists settle Carolina in 1670 and the colony expands over the next several decades.
3. In the early 1560s, the French establish two settlements on the Southeast coast.
4. In the late 1400s and throughout the 1500s, Europeans begin to venture out from Europe to find new lands with valuable raw materials.
5. In the 1720s, the British colonists from South Carolina build Fort King George in order to keep the French and Spanish out of the area and to claim the Altamaha River.
6. From 1660 to 1680, Carolina colonists destroy Spanish missions all along the modern Georgia Coast.

<table>
<thead>
<tr>
<th>Least Significant Event</th>
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<tbody>
<tr>
<td>In the late 1400s and throughout the 1500s, Europeans begin to venture out from Europe to find new lands with valuable raw materials.</td>
</tr>
</tbody>
</table>

Main Statement
The colony of Georgia was established due to the contest among the British, Spanish, and French to establish an empire in the Southeast.
Georgia Performance Standards:

4th
SS4H2  The student will describe European exploration in North America.
SS4H3  The student will explain the factors that shaped British colonial America.

8th
SS8H2  The student will analyze the colonial period of Georgia’s history.

Essential Question:
How were British, Spanish, and French motives and styles similar and different in their struggle for empire building in the southeast?

Description:
This activity is designed to reinforce key concepts that describe what each nation wanted in settling the Southeast during the eighteenth century. Furthermore, it helps identify important similarities and differences in how each nation colonized the Americas, and how each developed economic interests and activities.

Materials:
Circles Meet the Square Graphic Organizer
Pencils

Procedure:
- Complete with the students the Guided Reading Selection above with the students.
- Complete the Most Significant Order of Events Exercise. (Optional)
- Be sure to reinforce all the key concepts outlined in the reading selection.
- Give the students the organizer. You may let them work in teams and reward the group that finishes accurately first.
- Be sure to go over the organizer and give the students the correct answers.
- This should serve primarily as a study guide for the section test or quiz. You may choose to grade the copy they do on their own. However, it probably will serve them best as a completion grade and notes for the test.
Directions:
Based upon what you have read and learned so far, read the following statements and decide which country it best applies to. All statements have to do with these nations’ struggles to build colonial empires in the southeast during the eighteenth century. Note that some statements may apply to more than one country or may actually be applied to all three. Place the statement or phrase in the organizer where it belongs. If a statement or phrase applies to more than one country then place that statement where the countries’ lines overlap with one another.

1. Planted cash crops
2. Settled southeast coast in 1500s
3. Introduced using Native Americans in fur trade
4. Settled New Orleans in 1718
5. Needed rivers to ship goods
6. Practiced mercantilism
7. Mostly wanted gold & silver
8. Conquistadors conquered native tribes
9. Established Fort King George
10. Fought over “The Debatable Land”
11. Traded guns and alcohol with Indians
12. Used Indians as allies against enemies
13. Built trade posts on Mississippi River
14. Settled St. Augustine in 1565
15. Treated Indians the worst of all
16. Wanted raw materials for empire
17. Claimed Altamaha River
18. Built missions all over the southeast
19. Established Carolina in 1670
20. First to teach Europeans value of New World
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<th>F,B</th>
<th>B,F,S</th>
<th>S,B</th>
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Georgia Performance Standards:

**4th**
- SS4H2 The student will describe European exploration in North America.
- SS4H3 The student will explain the factors that shaped British colonial America.
- SS4G2 The student will describe how physical systems affect human systems.
- ELA4R3 The student understands and acquires new vocabulary and uses it correctly in reading and writing.

**8th**
- 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.
- SS8H2 The student will analyze the colonial period of Georgia’s history.
- ELA8R2 The student understands and acquires new vocabulary and uses it correctly in reading and writing.

Essential Questions:
What do I know about the British, French, and Spanish roles in colonizing North America?  
What were British, French, and Spanish colonies in North America like?

Description:
In this activity, the students will use various websites to explore the origins of the colony of Georgia. The activity will take the students all the way back to the 1500s when the Spanish and French first settled the Southeast. Furthermore, it will help students explore various settlement schemes in Georgia and how the struggle for imperial control precipitated the need for a buffer colony.

Materials:
- Internet Scavenger Hunt worksheet
- Pencils
- Internet Access

Procedure:
- Test all websites to make sure they are still operational. If not, omit those questions.
- Complete the guided reading selection above with the students.
- Be sure to go over and reinforce key concepts.
- Complete the Most Significant Order of Events worksheet. (optional)
- Complete the Circles Meet the Square Graphic Organizer activity. (optional)
- Give students a brief orientation on how to do an internet scavenger hunt. Tell them they will have to read thoroughly at times for the right answers.
- Divide students into pairs or let them work individually.
- Reward the team that finishes first.
Internet Scavenger Hunt

Directions:
Use the hyperlinks to the web to answer questions about how Georgia came to be.

http://en.wikipedia.org/wiki/Hernando_de_Soto_%28explorer%29
1) What was Hernando De Soto interested in finding when he explored Southeastern North America in the 1530s and 1540s? What did he do to Native Americans in order to get what he wanted?

http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-572
2) When the Spanish operated their missions among the Native Americans, what system did they use to bring the Native Americans in it? What were some benefits to the Natives with this system? What were two major negative impacts of this system on the Natives? How did this work to possibly weaken or destroy Native American cultures in America?

http://www.scarborough.k12.me.us/wis/teachers/dtewhey/webquest/colonial/map_of_13_colonies.htm
3) In what year was the colony of South Carolina established?

http://www.scarborough.k12.me.us/wis/teachers/dtewhey/webquest/colonial/colonial%20era%20timeline.htm
4) Which European nation settled St. Augustine, Florida and in what year?

http://www.cviog.uga.edu/Projects/gainfo/missions.htm
5) Which four Spanish Missions were placed at the entrance of the Altamaha River?

http://www.artifacts.org/conquest.htm
6) Which European nation was the first to colonize the North American mainland? Who was the person that established the settlement? Where was it and what happened to it?

http://www.i-encyclopedia.com/index.php/French_colonization_of_the_Americas
7) Who was the first Frenchman to try to colonize the Gulf of Mexico? What did the settlers there call the settlement. What happened to this settlement? What happened in 1699?

8) Which economic products were produced in colonial South Carolina? What was indigo used for?

9) With whom did the Carolina colonists come into conflict and why did it make them want to get rid of the proprietary rulers of the colony?

10) Which area of North America had Spain occupied in the 1600s? Which area had France occupied by the 1700s? Which areas had Great Britain colonized by this time?

http://gastateparks.org/net/content/page.aspx?s=138153.138142.1.5
11) Why was Fort King George built? Instead of “robust” young men for soldiers, what kind of men were sent to help Colonel Barnwell build and defend Fort King George?
12) On the 1725 map, which three rivers are shown running through the land that became Georgia in 1733?

13) Prior to Georgia’s establishment in 1733, another colony was supposed to be built in the area between the Savannah and Altamaha rivers in 1717. What was this colony supposed to be named?

14) What purpose were the settlers of the Margravate of Azilia supposed to serve?

15) Against which enemies was the colony of Georgia supposed to help provide a defense? From whom was General Oglethorpe concerned about protecting the Altamaha River? Why do you suppose the Altamaha River was so valued by colonists during this time period?
Georgia Performance Standards:
SS4H3  The student will explain the factors that shaped British colonial America.
SS8H2  The student will analyze the colonial period of Georgia’s history.

Essential Question:
What sequence of events caused the colony of Georgia to be established?

Description:
In this activity, the teacher is given some discretion over how best to set it up. The students will have to make a time line of important historical events that led up to the development of Georgia. These events need to tie in with the theme of “The Debatable Land.” The students may use butcher paper to make a timeline, construction paper, or just plain notebook paper, whichever works best for the teacher and the classroom environment. A rubric is provided to grade the students’ projects. The students must artistically illustrate five of the events on the timeline from information provided.

Materials:
Butcher Paper (optional)
Construction Paper (Optional)
Plain Paper (Optional)
Coloring Pencils
Glue Sticks
Scissors
Internet Access

Procedure:
- Complete the guided reading selection with the students
- Be sure to go over and reinforce key concepts, especially paying attention to time frame and dates.
- Divide class into students into teams of two to four students.
- Allow students time at the computer or in the media center to decide which events to post and which dates are correct.
- Assign as a take home project or allow students a day or two of class time to complete the project.
The Debatable Land (Unit Two)
The Debatable Land Timeline

**Directions:**
You will make a timeline of events leading up to the establishment of Georgia. You must have at least ten major events on your timeline, and all the events must show a chronological story of how Georgia came to exist due to the struggle for empire that took place there. All events must range from 1526 to 1732. Five of your events should be illustrated in some way with either a drawing or a printout from the computer. You must use color and show some level of creativity. You will be graded based upon the rubric below. You may use the web site below to help you form your timeline.

http://www.cviog.uga.edu/Projects/gainfo/timelineindex.htm

<table>
<thead>
<tr>
<th>Rubric Categories</th>
<th>4</th>
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<tbody>
<tr>
<td>Events</td>
<td>There are 10 events clearly displayed and accurately dated.</td>
<td>There are 10 events displayed, but at least one is dated wrong.</td>
<td>There are 10 events displayed and at least two dates are wrong.</td>
<td>There are not 10 events and more than two dates are wrong.</td>
</tr>
<tr>
<td>Creativity</td>
<td>There is much creativity shown and/or at least 5 of the events are in some way illustrated on the timeline.</td>
<td>There is some creativity shown and/or at least 3 of the events are illustrated.</td>
<td>There is little creativity shown and/or only two of the events are illustrated.</td>
<td>There is very little or no creativity displayed and/or no events are illustrated.</td>
</tr>
<tr>
<td>Chronology</td>
<td>All the events are in correct chronological order.</td>
<td>Fewer than two events are out of order.</td>
<td>More than two events are out of order.</td>
<td>More than five events are out of order.</td>
</tr>
<tr>
<td>Research</td>
<td>Superior conduct and thoroughness was shown in doing research.</td>
<td>Adequate conduct and thoroughness was shown</td>
<td>Poor conduct and thoroughness were shown</td>
<td>Conduct was unacceptable and time was not used wisely at all.</td>
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The Debatable Land  (Unit Two)

Colonial America Scrapbook

Lesson Eight

Georgia Performance Standards:
SS4H3       The student will explain the factors that shaped British colonial America.
SS8H2       The student will analyze the colonial period of Georgia’s history.

Essential Question:
Which cultures and lifestyles were practiced in the colonies?

Description:
In this activity, the students will design a scrapbook about the colony of Georgia. The focus should be placed upon events leading up to Georgia’s settlement, or on events that happened during Georgia’s early years. The students will have to provide information about four of the eight themes that are included on the rubric. Each theme is worth a total of six points. That means the students can earn up to a total of 24 points.

Materials:
Construction Paper or Scrap Book  (An attractive scrapbook can be made by folding construction paper and using yarn or twine to hold the pages together)
Yarn.
Coloring Pencils
Internet Access
Media Center Access
Glue Sticks
Scissors

Procedure:
- Complete the guided reading selection with the students.
- Complete the Internet Scavenger Hunt Activity (optional)
- Complete the Most Significant Order of Events worksheet (optional)
- Share the Rubric with the students and explain the directions, especially how they will be scored. Make sure they understand that they only have to provide information for four of the themes, unless you would like to assign more or fewer, depending on student level.
- Allow students time to complete the brochure in class or for homework.
The Debatable Land (Unit Two)

Colonial America Scrapbook

**Directions:**
Pretend you are a young colonist in the British colony of Georgia. You have decided to put together a scrapbook about your life there so that future generations will know about you and your lifestyle. Your scrapbook must include information from at least four of the themes below for a total of **24 points**. The rubric below outlines what information you must gather. Remember, you only have to cover four of the themes.

1. **Government**
   a. What kind of government does the colony have? 3 pts.
   b. How does your government work? 3 pts.

2. **Native American Culture**
   a. Describe and illustrate at least one Native American tribe in your colony.
      i. What materials do they use 2 pts.
      ii. How do they survive off the land? 2 pts.
      iii. What kind of relationship do they have with European settlers? 2 pts.

3. **What does your colony look like?**
   a. Draw or print a map of your colony showing all major cities and rivers. 3 pts.
   b. What type of climate does your colony have? 3 pts.
      (Hint: the climate of today is the same as during colonial times)

4. **Occupations**
   a. How do people make a living in your colony?
      i. Name two occupations in your colony 2 pts.
      ii. Describe these occupations. 2 pts.
      iii. Provide some type of illustration showing these occupations. 2 pts.

5. **Who settled your colony?**
   a. What different people originally settled your colony? 2 pts.
   b. When and why did they settle in your colony? 2 pts.
   c. When did they settle in your colony? 2 pts.

6. **What is a child’s life like?**
   b. What is school like? 2 pts.
   c. What is home life like for children? 2 pts.

7. **How do people survive?**
   a. Which crops are grown there? 2 pts.
   c. Which products are created or used for survival? 2 pts.

8. **Who are the enemies of your colony?**
   a. Where are they settled? 2 pts.
   b. Why are they against you? 2 pts.
   c. In what ways can your government protect you? 2 pts.
Georgia Performance Standards:
SS4H3 The student will explain the factors that shaped British colonial America.
SS8H2 The student will analyze the colonial period of Georgia’s history.

Essential Question:
What were some compelling factors that led many Europeans to take up a new life in colonial America?

Description:
The students will conduct research in order to find information to put in a travel brochure or poster. The project will serve as an eighteenth century advertisement to get Europeans interested in coming to the southern colonies. A creator’s checklist and rubric, both outlined below, will be used to grade this project.

Materials:
Poster board, butcher paper, or construction paper
Coloring Pencils and Pens
Glue
Glitter of different colors (Optional)
Miscellaneous art supplies
Computer with Internet access

Procedure:
- Complete the guided reading selection with the students.
- Complete the Internet Scavenger Hunt Activity. (Optional)
- Complete the Most Significant Order of Events worksheet. (Optional)
- Complete the Debatable Land Timeline Activity. (Optional)
- Introduce the research to the students. Make sure they understand the checklist and that these are the issues and topics they will have to address in the brochure. The teacher can also use the checklist to help the students troubleshoot problems with their brochures.
- The students may need a great deal of guidance. Use the checklist to help them troubleshoot problems that may exist.
- Allow students time to do research in the media center.
- Allow students time to complete the brochure in class or for homework.
Come to the Colonies Brochure Checklist

**Directions:**
Use the checklist below to help you in the planning stages of designing your brochure.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>Needs Work</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have I identified/illustrated the product I am selling? (Life in the New World)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have I stated/illustrated how my product can provide Europeans with that they may not be getting in their homeland?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have I identified/illustrated that my consumers will be Europeans?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have I decided what I want to make clear to the readers of my brochure?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did I make my brochure clear, unique, and attractive?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have I used quality visuals</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Questions to Ponder**

To whom am I advertising?

What am I trying to convince these people to do?

Where are these people coming from and where are they destined to go?

When is this taking place? Am I making people understand that this is taking place in the colonial era?

How are these people going to get to the New World and how will they live once they arrive?
<table>
<thead>
<tr>
<th>Brochure Criteria</th>
<th>4 Points Each</th>
<th>3 Points Each</th>
<th>2 Points Each</th>
<th>1 Points Each</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Title/Caption</td>
<td>Creatively, yet concisely states the main point of the information being presented</td>
<td>Concisely states the main point of the information being presented.</td>
<td>States the main point of the information being presented but lacks conciseness</td>
<td>The main point of the information being presented is unclear or not given</td>
</tr>
<tr>
<td>Information</td>
<td>Effectively and completely gives answers to the who, what, where, when, and how questions of the reader</td>
<td>Adequately gives answers to the who, what where, when, and how questions of the reader</td>
<td>Adequately gives answers to most of the who, what where, when, and how questions of the reader</td>
<td>Inadequately answers the who, what, where, when, and how questions of the reader</td>
</tr>
<tr>
<td>Language</td>
<td>Effectively selects words for conciseness as well as their descriptiveness throughout the brochure</td>
<td>Effectively selects words for conciseness as well as their descriptiveness throughout most of the brochure</td>
<td>Adequately selects words for conciseness as well as their descriptiveness in some areas of the brochure</td>
<td>Selects few if any words for conciseness or for their descriptiveness throughout the brochure</td>
</tr>
<tr>
<td>Format</td>
<td>Creatively and accurately presents key points using headlines and attention-getting visuals and graphics in a non-cluttered arrangement</td>
<td>Accurately presents key points using headlines and attention-getting visuals and graphics in a non-cluttered arrangement</td>
<td>Accurately presents some key points using headlines and attention-getting visuals and graphics in a fairly non-cluttered arrangement</td>
<td>Presents information using headlines and attention-getting visuals and graphics but the arrangement is cluttered</td>
</tr>
</tbody>
</table>