



## 2007 Georgia History Festival Featured Historical Figure Teaching Guide

### Abraham Baldwin (1754-1807)

The teacher guide includes vocabulary terms and suggested classroom activities to go accompany the online Abraham Baldwin Featured Historical Figure resources.

#### Baldwin: Early Years

##### Vocabulary:

1. *theology*: the study of God and of religious doctrines and matters of divinity.
2. *logic*: correct reasoning, a way of reasoning, what is expected by the working of cause and effect.
3. *chaplain*: a clergyman serving in a religious capacity with the armed forces.
4. *pious*: having or showing religious devotion.
5. *virtuous*: having moral virtue, general moral excellence.

#### Abraham Baldwin: Revolutionary War Chaplain

##### Vocabulary

1. *brigade*: a group of soldiers commanded by a brigadier general and consisting of four or five regiments
2. *Congregational*: a body of Protestant churches starting in the 17th century and affirming the importance and independence of the local congregation
3. *Congress*: a group of delegates from each of the American Colonies; an early form of a national government
4. *federalist*: a member of a major political party in the early years of the U.S. favoring a strong centralized national government
- Judge Advocate*: a military lawyer

##### Teaching Tips

1. Abraham Baldwin's father, Michael, was a blacksmith. Research blacksmiths of the 1700s—what they did and what their status was in the community. What might a typical day in the life of a blacksmith have been? How would this have influenced Abraham Baldwin as a child?
2. Conduct further investigation into the beliefs and practices of the Congregationalist faith. How did this branch of Protestantism evolve? Where was it prevalent?
3. Ask students to find New Haven, Connecticut on a map. This is one of the places that Baldwin lived. It is also the home of Yale University. How many miles is it from New Haven to Athens, Georgia? How might Baldwin have traveled from Connecticut to Georgia?
4. Research the history of Yale. Who are some of its famous graduates, past and present?
5. Who are Noah Webster and Oliver Wolcott? What did they do?

6. At the library or on line, research the Revolutionary War. When did it start? Why? How long did it last? Who are some of the famous people who fought in it?
7. Research some of the harsh conditions soldiers faced during the war, such as at Valley Forge. Explain how this would have been similar to what Baldwin faced during the winter of 1779-1780 in Morristown, New Jersey. Ask students to pretend to be a soldier at Morristown or Valley Forge and have them write a letter home describing these terrible conditions.
8. Pair up students and have one pretend to be Abraham Baldwin and the other pretend to be a mutinous soldier. What would Baldwin have said to convince the soldier to remain a loyal patriot? How would the soldier have responded?
9. The southern frontier of the 1700s included several states. What were they? Find a map of Georgia during the mid- to late 1700s. What were its boundaries? What states are now contained in what was once Georgia?
10. Have students investigate the importance of Nathanael Green and Lyman Hall to the Revolution and to Georgia.

### Abraham Baldwin: Congressional Years

#### Vocabulary:

1. *precedent*: An act, statement, etc., that may serve as an example or justification of a later one.
2. *orator*: An eloquent public speaker.
3. *etiquette*: The forms, manners, etc., conventionally acceptable or required in society, a profession, etc.
4. *decorum*: Whatever is suitable or proper; propriety in behavior, speech, etc.