



Encounter and Exchange Online Exhibit Teacher Guide

Explanation: This guide is meant to facilitate educator use of the Georgia Historical Society's online exhibit *Encounter and Exchange*. In this guide you will find teacher tips and quizzes for each of the three main topics covered in the exhibit.

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Early Georgia Encounters

Early European Encounters

The Spanish Conquistador

- Ask students to examine a map of Hernando de Soto's path through the Southeast and consider the amount of supplies it would take to sustain an army of six hundred men over the course of the journey.
- Discuss how de Soto might have justified taking what he needed from the Native Americans.
- Consider the many responses of the Indians and why some chose to give de Soto's men everything they asked for.

Spanish Missions

- Open a discussion on the ways that Franciscan monks changed Guale culture. How might this have affected the way that Georgia's native population dealt with the English settlers in the 1700s?

The Debatable Land

- Take a field trip to Ft. King George, Ft. Frederica, or Saint Augustine to give students an idea of what life in the "debatable land" was like.

Ecological Imperialism

- Consider holding a joint class between the History and Science Departments to discuss the ways in which these lesser known European travelers affected their newly encountered environments. While doing so, stress the importance of a multidiscipline approach to both History and Science.

Encounter and Exchange in a New Colony

Georgia's Famous First Friendship

- Using the dedication speech memorializing Tomochichi, ask the students to write about or discuss the following:
 - What is heritage and why do we strive to preserve it?
 - What place do memorials hold in our society?
 - What is their purpose?

Note the way in which Charlton speaks of the Spanish. To what international event of his own time did he refer when he said, "Apparently they shot as they do now?" Might there have been more than mere coincidence in the timing of Tomochichi's memorial?

Mary Musgrove

- Discuss Mary Musgrove's unique position during the settlement of Georgia. What advantages did she have over other women in the colony?
- How did she use both Native American and English customs and laws to her advantage?
- Ask students to write a history of a woman in their family answering questions such as:
 - How did she shape the history of the family?
 - How does or did she compare to other women of the same period?
 - What were/are the historical events that shaped her life?

An Early Melting Pot

Jewish Colonists

- Anti-Semitism is a theme found throughout history. The Trustee's attitudes toward the Jews landing at Savannah might be a good place to begin a discussion of this prejudice.

German Colonists

- Using the writings of Boltzius provided in the exhibit, have students compile a list of plants grown at Ebenezer and their respective use. Then have them research the plants and bring in leaves, fruit, or bark (younger students might simply draw them) for study. This might be another good opportunity to team up with the science or art department for a joint project.

Highland Scots

- Discuss the meaning and types of push and pull factors that encouraged large migrations from Europe to America in the 18th century. What did Georgia offer that enticed Jews, Germans, Scots, and others?
- Have students research the importance of the Highland Scots to the success of the young Georgia colony. Here are some links to get them started.
 - *Today in Georgia History*. October 18, 1735 Scottish Highlanders.
<http://www.todayingeorgiahistory.org/content/scottish-highlanders>
 - "Darien." *New Georgia Encyclopedia*.
<http://www.newgeorgiaencyclopedia.com/nge/Article.jsp?id=h-645&hl=y>
 - "Fort King George." *New Georgia Encyclopedia*.
<http://www.newgeorgiaencyclopedia.com/nge/Article.jsp?id=h-2481>
 - The Scottish Highlanders, *Georgia Stories*.
http://www.gpb.org/georgiastories/story/scottish_highlanders

The Debtor Colony that Wasn't

- Discuss this and other historical myths and consider how such stories originated and what purposes they might have served. Do they continue to serve a purpose or do they simply skew our view of history?

Early Georgia Quiz

- 1) Which Spanish conquistador left a detailed account of pre-colonial Georgia?
- 2) What did the Spanish Franciscan monks who established missions along the pre-colonial Georgia coast call the area?
 - a. Altamaha
 - b. Savannah
 - c. Guale
 - d. Geechee
- 3) Name one of the three methods did the Franciscan monks uses to subdue the local Indians.
- 4) Name one of the three reasons some of the Indian chiefs accepted the Franciscans' way of life.
- 5) True or False: Domesticated and undomesticated animals brought from Europe drastically impacted life in the new world.
- 6) As the English gained power in the South Carolina and Georgia region, Spanish missions closed and moved southward to what city?
- 7) What item did Mico Tomochichi offer to General Oglethorpe in hopes of befriending the Englishman when the settlers landed in Georgia?
- 8) What did Oglethorpe do that angered some English traders but benefited his Indian friends?
 - a. Set a schedule of prices for trading
 - b. Forbade trading between the two groups
 - c. Forbade the settlers to trade with either group
 - d. All of the above
 - e. None of the above
- 9) What was Mary Musgrove's Indian name?
 - a. Tanawanda
 - b. Hiawatha
 - c. Coosaponakeesa
 - d. Pocahontas
- 10) Oglethorpe valued Mary Musgrove because of which skills?
 - a. Her linguistic skills
 - b. Her experience trading with Indians
 - c. Her knowledge of Indian culture
 - d. All of the above
 - e. None of the above

- 11) Mary Musgrove and her husband were granted which barrier island as part payment for their help to the settlers?
- 12) What was the name of the congregation the first Jewish settlers to land in the new Georgia colony established?
- 13) Which Jewish settler helped the settlers recover from illness caused by the heat and polluted river water when he landed with the other Jewish settlers?
 - a. Benjamin Sheftall
 - b. Abraham De Lyon
 - c. Samuel Nunez
 - d. Noble Jones
- 14) One Jewish settler, Abraham De Lyon, was experienced in which trade that the other Georgia colonists were not?
 - a. Silk production
 - b. Grape and wine production
 - c. Mulberry tree growing
 - d. All of the above
 - e. None of the above
- 15) Lieutenant Sheftall helped the newly arrived German settlers with what important function?
- 16) What was the name of the German settlement outside of Savannah?
- 17) Who was the first elected governor of Georgia under the 1777 Constitution?
 - a. Georgia Whitefield
 - b. Benjamin Sheftall
 - c. James Oglethorpe
 - d. John Adam Treutlan
- 18) What group established the town of Darien and provided a line of defense against the Spanish to the south?
- 19) After they discovered the land around Darien to be unsuitable for agriculture, what two industries did this group become successful at?
- 20) True or False: Georgia was settled by people from debtor's prison.

Early Georgia Quiz Teacher Key

- 1) Which Spanish conquistador left a detailed account of pre-colonial Georgia?
De Soto
- 2) What did the Spanish Franciscan monks who established missions along the pre-colonial Georgia coast call the area?
c. Guale
- 3) Name one of the three methods did the Franciscan monks use to subdue the local Indians.
Converting them to Christianity, developing a feudal system over the Indians, or teaching them Spanish
- 4) Name one of the three reasons some of the Indian chiefs accepted the Franciscans' way of life.
Hoped it would keep their people from getting sick with European illnesses, wanted to continue to bring technologically superior items to their tribe, or that it would give them power over other tribes
- 5) True or False: Domesticated and undomesticated animals brought from Europe drastically impacted life in the new world.
True
- 6) As the English gained power in the South Carolina and Georgia region, Spanish missions closed and moved southward to what city?
Saint Augustine
- 7) What item did Mico Tomochichi offer to General Oglethorpe in hopes of befriending the Englishman when the settlers landed in Georgia?
A buffalo skin with an eagle drawn on it
- 8) What did Oglethorpe do that angered some English traders but benefited his Indian friends?
 - a. Set a schedule of prices for trading
- 9) What was Mary Musgrove's Indian name?
c. Coosaponakeesa
- 10) Oglethorpe valued Mary Musgrove because of which skills?
d. All of the above
- 11) Mary Musgrove and her husband were granted which barrier island as part payment for their help to the settlers?
St. Catherines

- 12) What was the name of the congregation the first Jewish settlers to land in the new Georgia colony established?
Congregation Mickve Israel
- 13) Which Jewish settler helped the settlers recover from illness caused by the heat and polluted river water when he landed with the other Jewish settlers?
c. Samuel Nunez
- 14) One Jewish settler, Abraham De Lyon, was experienced in which trade that the other Georgia colonists were not?
b. Grape and wine production
- 15) Lieutenant Sheftall helped the newly arrived German settlers with what important function?
Communicate; he was the only settler who spoke fluent German
- 16) What was the name of the German settlement outside of Savannah?
Ebenezer
- 17) Who was the first elected governor of Georgia under the 1777 Constitution?
d. John Adam Treutlan
- 18) What group established the town of Darien and provided a line of defense against the Spanish to the south?
Highland Scots
- 19) After they discovered the land around Darien to be unsuitable for agriculture, what two industries did this group become successful at?
Timber and cattle industries
- 20) True or False: Georgia was settled by people from debtor's prison.
False

A New Encounter: Black Slaves in Georgia

Pre-revolutionary Slavery

Slaves in the Georgia Colony

- Divide students into teams representing the various communities of early Georgia – the Germans at Ebenezer or the Malcontents, for example – and have them debate the issue of establishing slavery in 1750 Georgia.
- Use tables, charts, and graphs as visual aids. Use the tables provided in the online exhibit from the 1984 Summer Edition of the *Georgia Historical Society*. Have students research to find additional charts and tables.
- Provide blank maps of the areas listed in the provided charts and ask students to label them with the information provided.

Equiano's Experience in Georgia

- Have students follow the link provided in the online exhibit to the Library of Congress's digital copy of Equiano's autobiography and choose a portion for students to closely read. Have students analyze the content and style of the writing to practice primary source analysis and reading skills.

Plantation Economy

When Rice Reigned

- Many students may associate slavery and the south with cotton. Have students discuss and write about the importance of rice to Georgia's economy.
- Have students discuss how economics shaped the relationships between enslaved people and plantation owners.

New Trade Skills & Diversified Plantations

- Throughout history, people have used poetry to describe daily life and important events. Using this poem, what can students determine to be important aspects of life to Habersham in 1820? What information about the city can be learned? How can poems serve as primary sources for historical research?
- Examine the language of the poem. Using the Oxford dictionary (online at GALILEO) have students research the 19th century meanings of words they do not understand. How might the students have written the poem today?
- Ask students to write a poem about current events, one that reflects what they perceive to be historical currents that affect their life. Make this a part of a larger project in conjunction with the school library. With library staff, students could archive the poems and preserve both the handwritten and digital versions for future generations and learn not only about library science, but also museum archiving and cataloguing.

King Cotton

- Ask the students to read the Garnett Andrews letter and then examine the layout of the Arcadia Plantation buildings. How can the two documents be used together to tell a more complete story?
- What can students take from the Andrews letter regarding the following:
 - women in the early 19th century South
 - the Talbot slaves
 - the protection of trade secrets

Exchanges in Slavery and Freedom

Lambert Plantation

- Using the Lambert Tract map, have students examine and conduct further research on the ways in which waterways were manipulated to either drain or irrigate the land. How did the tide play a part in rice growing along the coast?
- Manipulating the environment to such an extent and maintaining the water systems led to a heavy dependence on slavery. Keeping that in mind, ask students to consider the following questions: What special skills might slaves be developing working in this environment? Will these skills be of use upon emancipation?

Charles Colcock Jones

- The study of building placement on plantation estates can reveal much about life in the first half of the nineteenth century. Have students study the Arcadia estate and write an essay on the functional purposes of the buildings and what the Jones family hoped to convey to others – to both free whites and their own slaves – about status and order. See the entry about cotton below to further apply the Arcadia Plantation to historical studies.
- Considering both the John Lambert and Charles Jones examples, ask students to discuss to what extent patriarchal societies and paternalistic intentions do or do not result in oppression and inequality.

A New Landscape for Freed Slaves

- Divide students into teams and have them research historical sites or structures in their community that are not yet marked and then compose a paragraph or two to be placed on a marker.

Black Slaves in Georgia Quiz

- 1) True or False: Settlers in Georgia never borrowed slaves from their neighbors in South Carolina because slavery was forbidden by the Trustees.
- 2) What group tried to get the Trustees to reverse the ban on slavery?
 - a. Lowland Scots
 - b. Highland Scots
 - c. Settlers living in Ebenezer
 - d. Settlers living in Darien
- 3) What year did slavery become legal in Georgia?
- 4) This former slave wrote one of the earliest slave narratives telling of his time on the high seas, his conversion to Christianity and how he bought his own freedom.
- 5) Georgia became dependent on slave labor because of the rise of popularity of this crop.
- 6) The task system of rice plantations allowed slaves to
 - a. Work in their masters' homes after working in the field
 - b. Work all day in the marshy fields
 - c. Work on their own gardens and livestock after working in the field
 - d. All of the above
 - e. None of the above
- 7) Which culture formed the basis for many slave communities in lowcountry Georgia?
- 8) True or False: The First Great Awakening created a spirituality in people who felt they were just going through the motions of established religious worship.
- 9) What did John Lambert do to cultivate the spiritual souls of his slaves?
 - a. Hired someone to come preach to his slaves each week
 - b. Sent his slaves to a church in a nearby city
 - c. Built a chapel where his slaves could worship
 - d. All of the above
 - e. None of the above
- 10) When John Lambert died, he wanted his land and slaves to be maintained together. What did this action accomplish for the Gullah community of his plantation?
- 11) What other Liberty County landowner felt responsible for bringing slaves closer to God?
 - a. Noble Jones
 - b. Charles Colcock Jones
 - c. Charles Lambert
 - d. Mingo

- 12) What country did this landowner blame for the evil practice of slavery?
- 13) What does the term “self-sufficiency” mean?
- 14) What were two primary reasons some slave laborers no longer worked in the fields at the beginning of the 19th century?
- 15) Name one example of a highly sought after slave-made product.
- 16) What type of cotton required more laborers to clean it (before the advent of the cotton gin) but was hardier in the inland areas of Georgia?
- 17) What tasks did planters keep slaves working on even after the cotton gin made cleaning cotton easier and the need for laborers went down?
- 18) What could you find families in Sandfly, Georgia doing most Saturdays?
- 19) Sandfly is an example of
 - a. How blacks used their skills from the plantation to make their way after the Civil War
 - b. How blacks segregated themselves from whites once they were free.
 - c. How blacks passed the skills they had to future generations.
 - d. All of the above
 - e. None of the above
- 20) True or false: Residents of Sandfly used their freedom and their skills to shape their community, keeping families living near each other and building churches that would be the focal point of the neighborhood.

Black Slaves in Georgia Quiz Teacher Key

- 1) True or False: Settlers in Georgia never borrowed slaves from their neighbors in South Carolina because slavery was forbidden by the Trustees.
False
- 2) What group tried to get the Trustees to reverse the ban on slavery?
a. Lowland Scots
- 3) What year did slavery become legal in Georgia?
1751
- 4) This former slave wrote one of the earliest slave narratives telling of his time on the high seas, his conversion to Christianity and how he bought his own freedom.
Equiano
- 5) Georgia became dependent on slave labor because of the rise of popularity of this crop.
Rice
- 6) The task system of rice plantations allowed slaves to
c. Work on their own gardens and livestock after working in the field
- 7) Which culture formed the basis for many slave communities in lowcountry Georgia?
Gullah
- 8) True or False: The First Great Awakening created a spirituality in people who felt they were just going through the motions of established religious worship.
True
- 9) What did John Lambert do to cultivate the spiritual souls of his slaves?
a. Hired someone to come preach to his slaves each week
- 10) When John Lambert died, he wanted his land and slaves to be maintained together. What did this action accomplish for the Gullah community of his plantation?
Strengthened the Gullah community,
- 11) What other Liberty County landowner felt responsible for bringing slaves closer to God?
b. Charles Colcock Jones
- 12) What country did this landowner blame for the evil practice of slavery?
Britain
- 13) What does the term “self-sufficiency” mean?
When an institution, such as a plantation, is able to maintain itself without outside help, examples include having slaves build items like casks or bricks, rather than buying them.

- 14) What were two primary reasons some slave laborers no longer worked in the fields at the beginning of the 19th century?
Better technology meant fewer field laborers were needed and plantation owners were moving toward self-sufficiency.
- 15) Name one example of a highly sought after slave-made product.
Savannah gray brick
- 16) What type of cotton required more laborers to clean it (before the advent of the cotton gin) but was hardier in the inland areas of Georgia?
Short staple cotton
- 17) What tasks did planters keep slaves working on even after the cotton gin made cleaning cotton easier and the need for laborers went down?
Clearing fields to plant more cotton
- 18) What could you find families in Sandfly, Georgia doing most Saturdays?
Raising a house
- 19) Sandfly is an example of
d. All of the above
- 20) True or false: Residents of Sandfly used their freedom and their skills to shape their community, keeping families living near each other and building churches that would be the focal point of the neighborhood.
True

Progressive Encounters

Early Movements for Civil Rights in Georgia

The Savannah Men's Club

- Discuss the difference between the Washington and Du Bois “camps.” Ask the students which line of thinking they prefer – or do they think, like Proctor and Work, that Washington and Du Bois were complementary opposites?

The Niagara Movement

- Have students research the 1906 Atlanta Race riot.
 - “Atlanta Race Riot of 1906.” *New Georgia Encyclopedia*.
<http://www.newgeorgiaencyclopedia.com/nge/Article.jsp?id=h-3033&sug=y>

Progressive Encounters with the Urban Environment

Progressivism in Georgia

- Discuss the dangers in applying labels such as “progressive” to historical eras. The period known as the Progressive Era in the United States contains many events that seem to contradict such a label. Can the students come up with any other designations for the period?

Progressive Encounters Quiz

- 1) Who founded the Savannah Men's Sunday Club?
- 2) What were the dual purposes of the club?
- 3) Who was the most instrumental founding member of the club?
 - a. W.E.B. Du Bois
 - b. Monroe Nathan Work
 - c. Henry Hugh Proctor
 - d. Booker T. Washington
- 4) What laws did the Niagara Movement challenge?
- 5) What did black Savannahians boycott in 1906 after they were segregated?
- 6) Eventually, the Savannah Men's Sunday Club evolved from an activist organization into an organization that focused on what?
 - a. Civic improvements
 - b. Boycotts
 - c. Segregation
 - d. All of the above
 - e. None of the above
- 7) In the early 20th century Georgia leaders campaigned to improve which of the following situations?
 - a. Improving the appearance of cities
 - b. Eliminating trash from years of reconstruction
 - c. Improving public health
 - d. All of the above
 - e. None of the above
- 8) Who designed Savannah's Daffin Park?
 - a. Frederick Law Olmstead
 - b. George J. Baldwin
 - c. John Nolen
 - d. James Oglethorpe
- 9) True or False: Daffin Park's planner was unimpressed with the layout of the city of Savannah and used it as an example of how not to plan a city.
- 10) What was the "Swat the Fly Crusade"?

- 11) George DeLoach won the \$10 prize in the “Swat the Fly” contest by capturing and turning in how many flies?
- a. 219
 - b. 2,199
 - c. 219,900
 - d. 2,199,200
- 12) In 1912 the Savannah Chamber of Congress instituted a program to clean up which area of the city?
- 13) True or False: Despite the filthy conditions of the city market in Savannah, there were restaurants that operated there.
- 14) Where did city leaders want the operators of stalls to move to after the city market was cleaned up?
- 15) What was a “cooling room”?

Encounter and Exchange Quiz Teacher Key

- 1) Who founded the Savannah Men's Sunday Club?
Group of Savannah's black elite
- 2) What were the dual purposes of the club?
Civil activism and protest
- 3) Who was the most instrumental founding member of the club?
b. Monroe Nathan Work
- 4) What laws did the Niagara Movement challenge?
Jim Crow laws
- 5) What did black Savannahians boycott in 1906 after they were segregated?
the streetcar lines
- 6) Eventually, the Savannah Men's Sunday Club evolved from an activist organization into an organization that focused on what?
a. Civic improvements
- 7) In the early 20th century Georgia leaders campaigned to improve which of the following situations?
d. All of the above
- 8) Who designed Savannah's Daffin Park?
c. John Nolen
- 9) True or False: Daffin Park's planner was unimpressed with the layout of the city of Savannah and used it as an example of how not to plan a city.
False
- 10) What was the "Swat the Fly Crusade"?
A campaign to get children in Savannah to kill and collect as many flies as possible.
- 11) George DeLoach won the \$10 prize in the "Swat the Fly" contest by capturing and turning in how many flies?
d. 2,199,200
- 12) In 1912 the Savannah Chamber of Congress instituted a program to clean up which area of the city?
The slums

13) True or False: Despite the filthy conditions of the city market in Savannah, there were restaurants that operated there.

True

14) Where did city leaders want the operators of stalls to move to after the city market was cleaned up?

The basement of the city market

15) What was a “cooling room”?

A place where butchers stored extra meat, not cool enough though, meat usually rotted while there.