

Featured Historical Figure Teaching Guide

James Edward Oglethorpe (1696-1785)

The teacher guide includes vocabulary terms and suggested classroom activities to accompany the online James Edward Oglethorpe Featured Historical Figure pages. Included is a Web Quest for students, additional suggested classroom activities, and a bibliography of James Oglethorpe resources.

Contents

James Oglethorpe Featured Historical Figure WebQuest.....	2-5
Suggested Vocabulary Terms.....	6-8
Ideas for Additional Classroom Activities.....	9-10
James Edward Oglethorpe Bibliography.....	11



Oglethorpe Monument, Chippewa Square. From the Foltz Photography Studio Photographs. MS 1260.



Bicentennial Stamp, 1933. From the Georgia Historical Society Objects Collection, A-1361-532.

FEATURED HISTORICAL FIGURE WEB QUEST

WAS JAMES EDWARD OGLETHORPE A GOOD LEADER?

Task: In this web quest, you will gather information about James Edward Oglethorpe to help you give an educated answer to this question: *Was James Edward Oglethorpe a good leader?*

Process: During your quest, you will read articles from different periods of Oglethorpe's life, investigate primary sources from the colonial period, and watch short videos about Georgia's founding father. Guided questions will help you gather evidence to build an argument about Oglethorpe's leadership in the Georgia colony.

Resources:

Resource One: James Edward Oglethorpe Featured Historical Figure pages on the Georgia Historical Society website: <http://georgiahistory.com/education-outreach/online-exhibits/featured-historical-figures/james-edward-oglethorpe/>

The guided questions below are organized by the titles of the twelve Oglethorpe pages. Make sure you navigate to the correct page before attempting to answer the guided questions.

Resource Two: American Library Association list of leadership traits:
<http://www.ala.org/nmrt/initiatives/ladders/traits/traits>

This comprehensive list of leadership traits from the American Library Association will help you make an argument about whether or not James Edward Oglethorpe was a good leader.

Guided Questions: Explore the pages in resource one from the Georgia Historical Society to answer the following guided questions.

Oglethorpe's Early Life

1. Was Oglethorpe an educated person?
2. Why did Oglethorpe leave university before he was finished?
3. What do you think a leader needs to learn as a young man or woman? Do you think Oglethorpe learned those lessons?

Oglethorpe as a Georgia Trustee

1. What leadership roles did Oglethorpe take on while he was in Parliament?
2. What did Oglethorpe do that no other Georgia Trustee did in the 21 years they governed the colony?
3. Oglethorpe probably helped the Trustees write the pamphlet "Reasons for Establishing the Colony of Georgia." What reasons do the Trustees list for establishing the colony on the title page of the pamphlet? Do you think it is a strong argument?

Oglethorpe's Role Settling Savannah

1. Did Oglethorpe have an official title other than Trustee?
2. Describe two ways Oglethorpe acted as a leader in settling Savannah.
3. Read the excerpt from Peter Gordon's journal. How does Peter Gordon describe Mr. Oglethorpe? Do you think he believes he was a good leader?

Oglethorpe and Savannah's City Plan

1. Do historians know for sure if Oglethorpe designed Savannah's city plan?
2. Who helped Oglethorpe lay out the Savannah city plan?
3. Click through the map gallery to see Savannah's growth over time. Did future leaders in Savannah follow the pattern laid out by Oglethorpe's first six squares?

Oglethorpe and Tomochichi

1. Did Oglethorpe have any previous experience with diplomacy or working with Native American leaders?

Oglethorpe and Tomochichi Continued...

2. Describe the relationship between Oglethorpe and Tomochichi.
3. Why do you think Oglethorpe decided to make the long trip deep into Lower Creek Indian territory instead of sending someone else? You can read the treaty Oglethorpe negotiated on the trip using the link under "From the Source."

Oglethorpe and Defending the Colony

1. What made the locations Oglethorpe chose for Savannah and Fort Frederica good for defense?
2. Did Oglethorpe ever fail in his military campaigns against the Spanish?
3. Read the excerpt from Manuel de Montiano's Letter. What does Manuel de Montiano have to say about Oglethorpe?

Oglethorpe and Religion in the Colony

1. How did Oglethorpe handle the arrival of Savannah's first Jewish settlers?
2. Who were John and Charles Wesley and how did they get to Savannah?
3. Read the Earl of Egmont List of Early Settlers of Georgia. What land lots did Oglethorpe give to Dr. Nunez and his family?

Oglethorpe's Georgia Communities

1. Why did the Georgia Trustees recruit Scottish Highlanders to settle Darien?
2. Who were the first settlers in Brunswick?
3. Read the excerpt from Oglethorpe's letter to the Trustees. How did the colonists from Carolina try to discourage the new settlers at Darien?

Oglethorpe Videos

- Watch Get to Know James Edward Oglethorpe Part 3, 1733-1734
 1. Describe two things Oglethorpe took charge of in the new Georgia colony.
 2. Why did some of the colonists call him a "perpetual dictator"?
- Watch Get to Know James Edward Oglethorpe Part 4, 1743-1785
 3. Explain how Oglethorpe's leadership roles changed after leaving Georgia in 1743.

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Elderly James Oglethorpe, lithograph, in, Biographical memoirs of James Oglethorpe : founder of the colony of Georgia in North America by Thaddeus Mason Harris. From the Georgia Historical Society Rare Collection, F289 .O34 1841.

Evaluation: Was James Edward Oglethorpe a good leader? Now that you have learned more about Oglethorpe and his role in founding the Georgia colony, it is time for you to make your case about Oglethorpe's leadership ability. Take some time to explore the leadership traits in resource two from the American Library Association. Now you are ready to build your argument.

Write a short introductory paragraph explaining why you think Oglethorpe was or was not a good leader. Then, select three specific leadership traits from the American Library Association and list them underneath your paragraph, leaving room beneath each trait for several bullet points. Next, use what you learned while completing your guided questions to write bullet points under each trait citing specific examples of how Oglethorpe did or did not display each leadership trait during his lifetime.



James Edward Oglethorpe Featured Historical Figure Web Quest by [Georgia Historical Society](#) is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](#).

Featured Historical Figure: James Edward Oglethorpe

Suggested Vocabulary

£	the symbol for "pounds sterling," the monetary unit of England
acre	a unit of measurement of land, 43,650 square feet
advance force	A smaller group of a military force sent ahead to find out information about the enemy and their location
agrarian	relating to fields and farming, agriculture
appoint	to officially choose, often to lead a group or be in a position of power
artisan	a craftsman, someone who creates goods or materials using traditional methods
besiege	to surround a location, such as a fort or city, with armed forces with the intent to overtake
bluff	a cliff with a flat front overlooking a river or another area
botanical	plants, usually herbs that are used as raw materials
buffer	a location between two areas, often serving as protection or a divider
Church of England	the official Christian Church of England and mother church to all Anglican dominations
clapboard	wood boards used on the outside of a building or house
cultivate	to grow an object, usually a plant in a garden or farm
debt	something owed, usually money
diplomatic	the use of tact and respect to establish good relations with another person or group
encroach	to move into an area, usually in a gradual manner
fanaticism	one who engages in excessive or intense devotion to a cause or person
freemen	a person with their freedom and all the rights of a citizen of where they live
Highlanders	people from the Highlands area of Scotland, known as independent and strong
historic district	an area of historically and culturally significant buildings that are grouped together to form a district

House of Commons	one half of Parliament, members of the House of Commons are elected by the people, while the members of the House of Lords are appointed
hymn	a song of praise to God, usually sung by a congregation in church
ideal	something perfect and without flaws, an often unreachable goal
interpreter	a person who speaks two or more languages and translates from one language to another to allow two other people to communicate
kilt	traditional garment of Scotland, skirt-like but worn by men and made using wool woven into a pattern
loft	a room or floor above the main floor, but not a separate floor because of the openness of the space
marsh	an area of land usually alongside a river or other body of water that is influenced by the tides and populated with grass
medicinal	a plant or other beneficial item used to cure a disease or relieve pain
mercantile	relating to trade or buying and selling of a product or products
Mico	the word for chief or leader for the Lower Creek Indians
military	relating to soldiers and the army
minister	a Christian religious leader who is head of a church and leads the congregation in worship
missionary	a person who tries to bring others to their way of thinking, often a person who tries to bring others to Christianity
motto	a short phrase used as a guiding principle or to represent a group, institution or person
overshadowed	when an event or person becomes less important because of another event or person
Parliament	The British Parliament is the governing body of the United Kingdom and is composed of the House of Lords and the House of Commons.
persecution	when groups or individuals are harassed or harmed because of their beliefs, often religious beliefs
plaque	a sheet of metal usually inscribed with commemorative information used to decorate an object
plight	a difficult or unfortunate situation

Prime Minister	the executive leader of the United Kingdom and Member of Parliament
regiment	a military unit of soldiers, usually made up of battalions
scout	to go ahead of a larger group to get information about a spot to which everyone is traveling
smallpox	A disease common to Europe during the 1700s, victims developed a rash and often were left blind or with scars, if they survived.
surveyor	a person who examines a tract of land to determine its condition, position or size
tabby	A building material commonly used during colonial times for walls, floors, and roofs. It was composed of equal parts and, lime, oyster shell and water, which was mixed into a mortar and poured into forms.
trader	a person who exchanges goods and services for money or for other goods and services
Trustee	a member of a Board of Trustees that governed Georgia during the first 20 years of its existence
tything	a row of ten house lots centered around one square
ward	a community of buildings surrounding a square with tything lots and public buildings located in it

Featured Historical Figure: James Edward Oglethorpe

Ideas for Additional Classroom Activities

Oglethorpe as a Georgia Trustee

- Have students explore the role of the Trustees in and for Georgia, and discuss what it was like for the Trustees to govern the new colony from all the way across the Atlantic. Some issues students should consider are how did Oglethorpe keep the Trustees aware of the progress of the colony and how did he request items needed by the colonists from England. Alternately, when the Trustees made decisions that concerned the colonists, how did they enforce them?
- Have students role-play, attending a meeting as Georgia's Trustees. They should discuss some of the problems facing the colony; decide how much money and what types of resources they should send the colony, and debate how can they encourage the colony to become more self-sufficient.
- Ask students to create a seal for themselves and their family, with a pictures and a motto depicting what is important to them and what they want others to know about them.

Oglethorpe's Role Settling Savannah

- Have students locate the Savannah and Altamaha Rivers on a Georgia map to obtain a sense of the large area the colonists were traveling to and how they would determine where to settle.
- Tell students to design and draw their own garden like the Trustee's Garden, with different plants that would be helpful to the colonists. They can research vegetables and fruits that grow in coastal Georgia, and discover herbs that can help cure the sick.

Oglethorpe and Savannah's City Plan

- Show students the map of early Savannah and ask them to figure out where the squares, Trustee's Garden and other landmarks are located.
- Have students plan and draw their own city, showing where they would live and work, where they would shop for food and other essentials, and where the city leaders would be.
- Have students measure out a 24 by 16 foot space to get an idea of the actual size of the buildings the colonists were living in.

Oglethorpe and Tomochichi

- Have students research the different tribes of Indians that lived in Georgia during the early days of the colony and the state. Discuss what happened to the Indians as more settlers came to Georgia.
- Tell students to form groups and act out diplomatic relations as they might have occurred between Oglethorpe and Tomochichi and the two leaders' followers.

- Have students research how Tomochichi and his family and followers were received in England when they traveled there with Oglethorpe.
- Ask students to write about Tomochichi's accomplishments to be included on the plaque that commemorates him in Savannah, remind them that visitors and native Georgians alike will read it and need to understand how important the mico was to the early colony.

Oglethorpe and Defending the Colony

- Show students pictures of tabby houses and have them identify the different items that made up the materials, such as shells.
- Tell students to research the different roles Noble Jones played: doctor, surveyor, constable and carpenter. See if they can find the similarities and differences among the roles; determine why one person knew so much, and why it would have been useful to have such a range of skills.
- Have students choose a military installation and write the text for a historical marker to be placed at the location for all visitors to read. For more information about the [Georgia Historical Marker Program](#) on our website.
- Show students a map of Georgia and Florida, and ask them to locate the Savannah River, the Altamaha River and St. Marys River. These rivers were the different boundaries between the English colonies and Spanish Florida, have students come to understand how much land Spain gave up when they agreed to the St. Marys River boundary.

Oglethorpe and Religion in Georgia

- Have students research John and Charles Wesley and their impact on religion.
- Have students discuss how different religions impacted the new colony, why the Trustees tried to keep Jewish people and Catholics from settling Georgia, and why Oglethorpe defied those rules.
- Discuss with students how religion shaped communities in all the colonies, such as the Pilgrims and compare that with the different religions that settled in Georgia.
- Explore how Reverend Whitefield was beneficial and detrimental to the people and orphans in Georgia, and determine with students whether the negatives are outweighed by the positive in the situations he created.

Oglethorpe's Georgia Communities

- Show students where the different groups who came to settle Georgia traveled from to make a new life, discuss why they left the lives they knew and came to the unknown.
- Have students fill in a blank map of Georgia with the communities discussed above to see where Oglethorpe went while he lived in the new colony and the communities he influenced.
- Have students research marshes and discover why marshes are such important ecosystems to the Georgia coast.

Featured Historical Figure: James Edward Oglethorpe

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