



Magnetic Variation, 4° $15'$ East.

Deposited No. 1072
East 30 Chains B. A. P.
No. 1080
40 ACRES.
2nd 2nd 0.75. S. R. O.
Duncan's Improvement
P.O.P. Department
No. 1031
S. R. O.

STATE OF GEORGIA.

The above Plat is a representation of that Tract or Lot of Land drawn by John S. Riley in the Brooks District, Muscogee County, situate in the twelfth District, first Section in Cherokee County, containing Forty Acres, which is known and distinguished in the Plan of said District by the number 1080

Surveyed on the 15th day of August 1832.
By Young Denton, Esq. Surveyor.
R. L. Barnes
S. T. Barnes

William Ashley

“Georgia’s Westward Expansion” Inquiry Kit

Teacher Guide

“Georgia’s Westward Expansion” Inquiry Kit Teacher Guide

INTRODUCTION

The Georgia Historical Society is excited to offer “Georgia’s Westward Expansion” Inquiry Kit. This inquiry-based resource includes activities designed to meet the Georgia Standards of Excellence for eighth-grade Georgia Studies. Based on the Inquiry Design Model from C3 Teachers, this resource explores historical markers and primary sources to identify factors that affected Georgia’s economic and political growth and westward expansion between 1789-1840.

The contents of the Inquiry Kit are a series of inquiry-based strategies and activities designed to help teachers guide students to explore a curated set of primary and secondary sources. The inquiry format is based on the Inquiry Design Model (IDM) from the C3 Framework for the Social Studies.

The inquiry element emphasized in the C3 Framework is centered on asking a compelling question. Compelling questions are meant to address issues found across the social studies disciplines. They engage students by evoking their interests and highlighting the content with which students might have little experience. For example, the compelling question in the “Georgia’s Westward Expansion” Inquiry Kit is *“how did Georgia change during its period of westward expansion?”*

The compelling question is open-ended and is meant to engage students in critical thinking and creativity. It challenges students to examine the focus-of-study, Georgia’s period of westward expansion, through a multi-disciplinary lens. This means that students examine not only specific facts (like names, dates, etc.) associated with the time period, but the social, cultural, political, and economic conditions too.

Through the Inquiry Kit students gather evidence from primary and secondary source sets to build arguments and respond to questions about the most significant events, people, and factors influencing westward expansion in Georgia during the period 1789-1840.

This kit includes instructions for teachers and students to explore unique primary and secondary source sets, accompanied by relevant and engaging classroom strategies. Also included is a summative assessment activity for responding to the compelling question.

This kit is meant to be completed as a whole over a few days or weeks, depending on available classroom time. Although completing all parts of the kit would be most beneficial, it may be useful to choose only one or two activities to complete.

PARTS OF A C3 INQUIRY

Staging the Question: The staging-the-question activity introduces students to the compelling question in order to generate curiosity in the topic.

Source Sets with Supporting Questions and Formative Performance Tasks

Source Sets: Source sets are collections of primary and secondary sources related to a topic or focus of study. There can be anywhere from 5-10 sources in each set. The compelling and supporting questions guide exploration of each source set. Formative performance tasks offer strategies for exploring each set.

Supporting Questions: Supporting questions contribute knowledge and insight into understanding the compelling question. Supporting questions focus on descriptions, definitions, and processes that assist students in constructing arguments that advance the inquiry.

Formative Performance Tasks: Formative performance tasks are activities based on various classroom strategies for exploring primary sources. Each task is designed to help students practice critical thinking skills and find the evidence needed to build an argument for the summative task. These tasks are built around the supporting questions and are intended to grow in sophistication across the inquiry. The performance tasks threaded throughout the inquiry provide teachers multiple opportunities to evaluate what students know.

Summative Assessment: Building an argument to respond to the Compelling Question: Each inquiry ends with students constructing an argument (e.g., detailed outline, drawing, essay) that addresses the compelling question using specific claims and relevant evidence from sources while acknowledging competing views.

WHAT TO EXPECT

Students will engage in each task, gathering evidence to respond to the compelling question beginning with the staging-the-question activity.

Students will explore the source sets via the suggested formative performance tasks to answer each supporting question. Teachers may assess student knowledge after each formative performance task and student responses to the supporting questions.

Students will build an argument to answer the compelling question.

STRUCTURE OF THE INQUIRY KIT

Compelling Question: How did Georgia change during westward expansion from 1789-1840?

Each part of the inquiry is meant to build upon the previous one in order for students to gather evidence and build an argument responding to the compelling question: **How did Georgia change during westward expansion from 1789-1840?** You may also choose to do activities separately depending on your time constraints and classroom needs.

Staging the Compelling Question: Understanding Historical Markers: Understand the different parts of a historical marker and form a historical context for exploring the question, how did Georgia change during westward expansion from 1789-1840?

The Yazoo Land Fraud and Its Impact on Georgia: Gather evidence from the source set to learn about the Yazoo Land Fraud and respond to the supporting question: What was the Yazoo Land Fraud and how did it impact Georgia?

Georgia's Five Capitals: Use historic maps and historical markers to respond to the supporting question: Why has Georgia's capital been in five different geographic locations around the state?

Georgia Moves West: Push and Pull Factors: Assess the different political and economic factors encouraging population migrations in Georgia during westward expansion to respond to the question: What were the factors of migration and how did they impact the movement of Georgia's various populations during westward expansion?

The Experiences of the Creek and Cherokee: Consider how maps change over time and use the Georgia Historical Marker Database and the "Plan Your Route" feature to create a "road trip" plan of historical markers that illustrates the experiences of the Creek and Cherokee during westward expansion. Respond to the question: What were the experiences of the Creek and Cherokee during westward expansion in Georgia?

Responding to the Compelling Question: Summative Assessment: Using evidence gathered while exploring the inquiry kit, students respond to the compelling question: How did Georgia change during westward expansion from 1789-1840?

Taking Informed Action: Create Your Own Historical Marker: Engage students in creating their own historical marker about westward expansion and Native American history.

How did Georgia change during westward expansion from 1789-1840?

SS8H4 Explain significant factors that affected westward expansion in Georgia between 1789 and 1840.

- Explain reasons for the establishment of the University of Georgia, and for the westward movement of Georgia’s capitals.
- Evaluate the impact of land policies pursued by Georgia; include the headright system, land lotteries, and the Yazoo Land Fraud.
- Explain how technological developments, including the cotton gin and railroads, had an impact on Georgia’s growth.
- Describe the role of William McIntosh in the removal of the Creek from Georgia.
- Analyze how key people (John Ross, John Marshall, and Andrew Jackson) and events (Dahlonge Gold Rush and *Worcester v. Georgia*) led to the removal of the Cherokees from Georgia known as the Trail of Tears.

Staging the Question: Previewing westward expansion through a historical marker.

Throughout this historical inquiry each supporting question and formative performance task will rely on reading and utilizing historical markers from the Georgia Historical Marker Program as well as related primary sources. To orient students to the make-up of historical markers as well as to introduce students to the educational standard they are learning, **SS8H4** *Explain significant factors that affected westward expansion in Georgia between 1789 and 1840*, students should begin this historical inquiry by conducting a close reading of the [Fort Wilkinson](#) historical marker.

In Georgia, historical markers have been erected for over seventy years. Review the basic characteristics of markers with students before proceeding.

- The text is usually 130 words or less.
- They mark a specific geographic location.
- They tell the stories of people, places, and events that helped shape Georgia’s history.
- They are secondary sources—something written later by someone who usually did not experience first-hand or participate in the event.

Follow the steps to conduct a close reading of the [Fort Wilkinson](#) historical marker.

- 1. Read for Source Information:** Reading for the source information of a historical marker helps the reader understand the context in which the source was created.

During the initial reading of the Fort Wilkinson historical marker, focus on the source information or information regarding the marker's origin including the title, date, creator, and location. Markers within the Georgia Historical Marker Program have a title at the top, a date of erection at the lower left-hand corner, the erecting organization in the bottom-middle, and a county code number identifying the location of the marker in the bottom right-hand corner. For more information and detailed instructions on how to find the source information on a GHS historical marker, read "[Beyond the Text: Using Historical Markers to Explore Georgia History](#)" from the Georgia Historical Society.

After identifying the source information discuss the following with students:

- What do these details tell you?
- Do you already know information about this topic (marker title)?
- Who erected this marker?
- When was it erected? What can the date of erection tell you?
- How much time passed between the date(s) of the events described in the marker text and the date the marker was created/installed?
- Where is it located and what does that tell you?

- 2. Read for Key Terms and Dates:** During the second reading students should underline or identify key terms, names, dates, events, or places mentioned in the text. The goal of this reading is to build content knowledge, or the information students need to know in relation to education standards that will also support understanding the marker text.

After underlining key terms, students can review or look up any of the terms they need to help build and reinforce their content knowledge. This is a great opportunity for students to connect to their prior learning and understanding of historical content. Students can compare their work and learning with classmates.

After each close reading step, encourage students to reflect on their learning throughout the process. Discuss, consider, or reflect on how the information learned in reading #2 relates to the information learned in reading #1. Do this for readings #3 and #4 as well.

- Are students' lists of key terms from the marker text the same or different? Do they need help understanding the content?
- How do the key terms relate to the source information from read #1?

- 3. Read for Misunderstandings:** During the third reading students should identify or circle words or phrases that they don't understand or recognize. Students may identify terms from the previous reading that they don't know. Students should look up and discuss any misunderstood terms for clarification. Clarifying misunderstandings helps students have a better grasp of the overall message of the marker.

Reflect on student learning for reading #3 by discussing the following questions:

- How does clarifying words they don't know help students understand the marker text as a whole?
- Do any of the misunderstood words help students understand details from readings #1 or #2?

- 4. Read for Understanding:** During the final reading students should read the marker text and attempt to identify the main idea, argument, or historical claim about the marker topic. Explain to students that a historical claim is an argument about the past based on evidence. Students should underline what they think is the main idea or historical claim in the text.

- 5. Primary vs Secondary Sources:** [Explain the difference between primary and secondary sources](#). Explain that historical markers are most often used as secondary sources but that they rely on primary sources for evidence. Students should use the source information from the first reading to question the historical marker text. Does the title, date erected, creator, or geographic location support or challenge the main idea or evidence in the marker text?

To help students grasp the main idea or historical claim have them choose at least one piece of evidence that they think supports the claim they noted. Help students reflect on their thinking by considering the following questions:

- Is there enough evidence in the marker text to support the claim?
- Is there any evidence missing?
- What are the key pieces of evidence supporting the main idea?
- Is the evidence in the marker reliable or not? How can you check the reliability of a piece of evidence?
- If not, where can you find more evidence?
- Do students disagree about the main claim of the marker? Do they disagree about the evidence?
- Where do historians get their evidence to write about history?
- Is the source information misleading or does it support the overall claim?

After the Close Reading: Finally, introduce students to examples of primary and secondary sources related to the Fort Wilkinson historical marker. Give them time to review and read each source. Do these sources offer any other information that may be missing from the marker text or help students understand the text better? Are these sources reliable and where could they find more information if they need it?

Primary Source: [Land grant with map of plot in] Baldwin County, Georgia, 1806 Feb. 20 / [signed by] Jno. [i.e., John] Milledge, Governor of [Georgia]. Keith Read, Hargrett Rare Book and Manuscript Library, The University of Georgia Libraries, presented in the Digital Library of Georgia. https://dlg.usg.edu/record/dlg_zlna_krc029#metadata

Secondary Source: “History.” Wilkinson County Historical Society. <https://wilkinsoncounty.net/index.php/history/>

SQ/FPT 1: What was the Yazoo Land Fraud and how did it impact Georgia?

Task: Gather evidence from primary and secondary sources to respond to the supporting question.

- Bucketing: Bucketing is the process of gathering evidence based on main ideas or “buckets.” Include any piece of evidence related to each of the following topics in its respective “bucket.”
 - 1) Yazoo Act
 - 2) James Jackson
 - 3) Territory involved
 - 4) Land lottery system
 - 5) Creek and Cherokee
- Have students create five “buckets” or sections in a notebook, piece of paper, or document with the corresponding labels.
- Students begin their evidence collection by reading the [Yazoo Fraud](#) marker.
- Remind students that marker texts are limited and may not offer all the details they need to answer the supporting question, *what was the Yazoo Land Fraud and how did it impact Georgia?*
- Discuss with students any missing or incomplete information. Are any of their buckets empty or light on evidence? What else do they need to know to answer the question?

- Students should assess the following primary sources to gather more evidence for their buckets. Utilize the [Primary Source Analysis Tool](#) to help students assess primary sources as needed.
 - Map: [Georgia From the Latest Authorities, 1795](#). Georgia Historical Society Map Collection.
 - [“Burning of the Yazoo Act.” Drawing, 1914](#). From the C.H. Warren illustration of the burning the Yazoo Act collection.
 - [“An Act for an amicable settlement of limits with the State of Georgia, and authorizing the establishment of a Government in the Mississippi territory.” March 5, 1798](#). From the Yazoo land records collection at the Georgia Historical Society.
 - [“Portrait of James Jackson in Profile.” Drawing](#). From the Georgia Historical Society collection of etchings, silhouettes, and prints.
 - [“Land grant from state of Georgia to John P. Riley. Signed by William Schley, Governor. Lot no. 1080, 12th District, 1st Section, Cherokee County, 40 acres. Plat with pendant seal included.” 1837](#).
- Use GHS Schoolhouse blog post and New Georgia Encyclopedia articles to find any other details to answer the supporting question.
 - “Yazoo Land Fraud in Primary Sources.” GHS Schoolhouse, 2016. <http://schoolhouse.georgiahistory.com/yazoo-land-fraud-in-primary-sources/>
 - Lamplugh, George R. “Yazoo Land Fraud.” New Georgia Encyclopedia. 08 June 2017. Web. 14 June 2021. <https://www.georgiaencyclopedia.org/articles/history-archaeology/yazoo-land-fraud>
- **Assess:** Citing evidence from each of the buckets, students should respond to the supporting question: *what was the Yazoo Land Fraud and how did it impact Georgia?*

SQ/FPT2: Why has Georgia’s capital been in five different geographic locations around the state?

Task: Match the correct primary source map to the correct corresponding marker. Each historical marker and corresponding map represent one of the five locations of Georgia’s capitals.

Use context clues from the marker text and corresponding map to plot Georgia’s 5 state capitals on the blank map of Georgia worksheet or students can create a digital map on “My Maps” from Google. For each location, note geographic features and other information as to why the capital was moved there.

- Students map the five locations of Georgia’s capitals.
- Create a map key noting the geographic features at each location, for example: rivers, mountains, coastline, farmland, etc.
- On the map include notes as to why the capital location was moved to or from that place.
- Markers and maps key:
 - [Savannah: Colonial Capital and Birthplace of Representative Government in Georgia](#)
 - “Plan of the Siege of Savannah” From a survey by an Officer. Engraved for Stedman’s History of the American War, Jan. 20th 1794.” From the Georgia Historical Society Map Collection. <https://tps.ghslearn.com/plan-of-the-siege-of-savannah-1779/>
 - [Georgia’s State Capital](#)
 - Sketch of the northern frontiers of Georgia, : extending from the mouth of the River Savannah to the town of Augusta / by Archibald Campbell. Engraved by Willm. Faden, 1780, Hargrett Rare Book and Manuscript Library, University of Georgia Libraries. https://dlg.usg.edu/record/guan_hmap_hmap1780c3#metadata
 - [Market House](#)
 - *A new and accurate map of the province of Georgia in North America.* [London?: s.n, 1779] Map. <https://www.loc.gov/item/2008625108/>.
 - [Cemetery Square](#)
 - A plan of Milledgeville: the capital and permanent seat of the government of the state of Georgia ... copied from the original plan on 2nd day of Sept. 1808, Hargrett Rare Book and Manuscript Library, University of Georgia Libraries. https://dlg.usg.edu/record/guan_hmap_hmap1808s6#metadata
 - [Zero Mile Post](#)
 - Railroad map of the United States: showing the routes of all the rail roads in progress, constructed & proposed, Hargrett Rare Book and Manuscript Library, University of Georgia Libraries. https://dlg.usg.edu/record/guan_hmap_hmap1851d4#metadata
- **Assess:** Write a response to the supporting question, *why has Georgia’s capital been in five different geographic locations around the state?* Cite the major geographic features of each capital location and evidence as to why the locations changed over time.

2. New forms of transportation such as railroads, roads, and steamboats

- Whistle. 1880. From the W.H. Mims collection of Central of Georgia technical drawings from the Georgia Historical Society. <https://georgiahistory.pastperfectonline.com/webobject/1B91AD02-04C7-44F8-8854-484970150490>
- Old Federal Road Historical Marker. Erected by Georgia Historical Commission. 1996. https://georgiahistory.com/ghmi_marker_updated/old-federal-road/
- Hulett, Keith. "Ocmulgee River." New Georgia Encyclopedia. 15 July 2020. Web. 17 August 2021. <https://www.georgiaencyclopedia.org/articles/history-archaeology/creek-indians>

3. The Cotton Gin

- Eli Whitney's Cotton Gin Patent Drawing; 3/14/1794; Restored Patent Drawings, 1837 - 1847; Records of the Patent and Trademark Office, Record Group 241; National Archives at College Park, College Park, MD. <https://www.docsteach.org/documents/document/whitney-cotton-gin-patent>
- Barnard, George N, photographer. The slave market, Atlanta, Ga. United States Atlanta Georgia, 1864. [New York: E. & H.T. Anthony & Co., American and Foreign Stereoscopic Emporium, 501 Broadway, or earlier] Photograph. <https://www.loc.gov/item/2011647092/>
- Washington's Southern Tour I. Tamra Gould, 2019. Hidden Histories Online Exhibit from the Georgia Historical Society. <https://georgiahistory.com/education-outreach/historical-markers/hidden-histories/washingtons-southern-tour-i/>

4. Trade and Commerce including trading posts, fertile farm land, and the gold rush

- A new and accurate map of the province of Georgia in North America. [London?: s.n, 1779] Map. <https://www.loc.gov/item/2008625108/>
- Early Trading Post. Erected by the Georgia Historical Commission. 1955. https://georgiahistory.com/ghmi_marker_updated/early-trading-post/
- Saunt, Claudio. "Creek Indians." New Georgia Encyclopedia. 25 August 2020. Web. 17 August 2021. <https://www.georgiaencyclopedia.org/articles/history-archaeology/creek-indians>

5. Land distribution including policies such as the Headright System and Land Lotteries

- Land Grant to Elisha Strickland for Lot 829 in Cherokee County, 1834. From the Georgia Historical Society Manuscript Collection. <https://tps.ghslearn.com/land-grant-to-elisha-strickland-in-cherokee-county-1834/>

- Georgia’s First Land Lottery. *Today in Georgia History*, a joint collaboration of the Georgia Historical Society & Georgia Public Broadcasting. Watch the 90 second video here: <https://www.todayingeorgiahistory.org/tih-georgia-day/georgias-first-land-lottery/>
- Fort Wilkinson. Georgia Historical Commission. 1961. https://georgiahistory.com/ghmi_marker_updated/fort-wilkinson/

Assess: Once students have identified the factors of migration as push or pull factors, consider how each factor impacts Georgia’s various populations. Are all push and pull factors the same for each group? Why or why not? Use the graphic organizer to help students sort out the various factors of westward expansion and how they impacted various groups in Georgia at the time. Based on the research and evidence in the table, respond to the question, *what were the factors of migration and how did they impact the movement of Georgia’s various populations during westward expansion?*

- Georgia Settlers
- Enslaved Africans
- Creek and Cherokee American Indians

Georgia’s Westward Expansion: Impact on Populations	Revolutionary War	New transportation (railroads, roads, steamboats)	New technology (cotton gin)	Trade	Headright and Land Lottery System
Georgia Settlers	Example: Many evacuated the coast during the Revolution				
Enslaved Africans					
Creek and Cherokee American Indians					

SQ/FPT4: What were the experiences of the Creek and Cherokee during westward expansion in Georgia?

Students will learn about the experiences of the Creek and Cherokee through historical markers and student research. They will design a unique road trip plan based on historical markers with supporting primary and secondary sources to use to respond to the supporting question.

Students will assess the changes in historical Georgia maps over time. Review the set of three maps to assess westward expansion during the time period between 1823-1855. <https://georgiahistory.com/wp-content/uploads/2021/09/Maps-Indian-Removal.pdf>

Teaching tip: depending on the level of student’s map skills, review the following items:

- Source information: title, date, creator, etc.
- Map legend
- Latitude/longitude coordinates

Students should review the changes in the maps over time. Students should discuss their observations and consider what they may already know about Indian Removal. Discuss the following questions:

- How do the maps change over time?
- What people are represented on each map?
- How do the areas where the Creek and Cherokee change as Georgia settlers move west?

Use the [Georgia Historical Marker Database](#) “Plan Your Route” feature to create a unique historical road trip plan by searching for markers that illustrate the movement of the Creek and Cherokee in relation to Georgia’s westward expansion. The road trip should be made up of three or more markers that illustrate or explain a common theme or topic from Georgia history. In the road trip plan, students should include at least **three** markers that have details about one or more of the following criteria:

- Illustrates westward expansion.
- References an economic or technological motivation for Georgia settlers moving west.
- Indicates land was used, ceded, or taken from the Creek or Cherokee or other American Indian group.

For each marker included in their road trip plan, students should note the main idea of the text and the evidence used to support the main idea such as names, dates, places, or events. Use the key terms and main ideas found in each historical marker text to research and find one primary source and one secondary source that helps explain more information about each historical marker they included in their road trip plan. Use the following databases to find sources:

Primary Sources:

- [GHS Digital Image Catalog](#)
- [Digital Library of Georgia](#)
- [Georgia Historic Newspapers](#)
- [Library of Congress](#)
- [DocsTeach.org](#) (National Archives and Records Administration)

Secondary Sources:

- [GHS Online Exhibit: Three Centuries of Georgia's History, 19th Century](#)
- [New Georgia Encyclopedia](#)
- [National Park Service](#)

Assessment: Based on the main ideas and evidence found in the student's road trip plan and primary and secondary sources, respond to the question, *what were the experiences of the Creek and Cherokee during westward expansion in Georgia?*

Summative Argument: Students cite evidence gathered during each Formative Performance Task to build an argument to respond to the compelling question: *How did Georgia change during westward expansion?*

Taking Informed Action: The three activities of Taking Informed Action represent a logic that asks students to a) understand the issues evident from the inquiry in a larger and/or current context, b) assess the relevance and impact of the issues, and c) act in ways that allow students to demonstrate independent action in a real-world context. (C3 Teachers)

Understand—Students complete the [Native American History in Georgia](#) Online Georgia Historical Marker Scavenger Hunt.

Assess—Students should identify a historical marker included in the scavenger hunt that they want to learn more about. Students assess the historical marker for the source information, main idea, and supporting evidence but instead focus on what details may be missing to tell the whole story.

Act—Students conduct research for primary sources and secondary sources based on terms related to the historical marker. Using the sources they found, rewrite the marker. Marker texts should have 130 words or less and should be arranged point by point. Each point should be supported by evidence found in their research. Use the GHS [“Create Your Own Marker”](#) worksheet to organize student research and writing.

After re-writing the historical marker students should consider the following regarding their work:

- How does the re-written marker text compare to the original text of the marker?
- What details were changed and why?
- Did the new text gain information that was missing previously? Did the new text leave out any details?
- Have a classmate review the new marker text and compare it to the old? Do they have any critiques of the changes made to the text? Do they have any questions that you did not consider or suggestions for strengthening the message of the text?