



“Georgia’s People and Places”

Teacher Guide

GEORGIA HISTORICAL SOCIETY

Teaching “Georgia’s People and Places”

In keeping with the *Georgia History Festival (GHF)* theme, “From Marshes to Mountains, Georgia’s Changing Landscape: Geography, History, and Community,” this year’s Georgia Day Statewide Art Contest and Georgia Day Parade Banner Competition are meant to challenge students to explore “Georgia’s People and Places.” Through creativity students should illustrate how Georgians were impacted by the world around them and how they influenced their own environments.

Purpose: Georgia educators will be very familiar with the historic figures covered in this guide. In order to support teaching these figures through the specific lens of cultural and geographic context, this teaching guide presents online resources, hands-on primary source activities, and background information for each historic Georgia figure featured in this guide to support teaching the theme “Georgia’s People and Places.”

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GEORGIA STANDARDS OF EXCELLENCE

- **Social Studies Georgia Standards of Excellence - Second Grade:**

- SS2H1 Describe the lives and contributions of historic figures in Georgia history.
- SS2H2 Describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments.
- SS2G2 Describe the cultural and geographic systems associated with the historic figures in SS2H1 and Georgia's Creek and Cherokee in SS2H2.

- **Visual Art Georgia Standards of Excellence – Second Grade:**

- VA2.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.
- VA2.CR.2 Create works of art based on selected themes.
- VA2.PR.1 Participate in appropriate exhibition(s) of works of art to develop identity of self as artist.
- VA2.CN.2 Integrate information from other disciplines to engage in the understanding and production of works of art.
- VA2.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication)

“GEORGIA’S PEOPLE AND PLACES” TOPICS TO EXPLORE

Interpreting the annual theme is one of the most important parts of participating in the Georgia Day Parade Banner Competition or State Art Contest. Need inspiration? Check out one or more of the following suggested topics that can be explored within the theme, “Georgia’s People and Places”:

- Describe the geography and culture associated with one of the following historic figures or groups in Georgia:
 - James Oglethorpe
 - Tomochichi
 - Mary Musgrove
 - Sequoyah and Cherokee
 - Creek
 - Jackie Robinson
 - Martin Luther King, Jr.
 - Juliette Gordon Low
 - Jimmy Carter
- Describe the role that physical geography played in Georgia’s development as a colony or state.
- Identify specific geographic locations significant to the life and times of one of Georgia’s historic figures or groups on a political or physical map such as Oglethorpe’s relationship to Savannah and Britain or the Cherokee located in North Georgia
- Describe how one of Georgia’s historic figures or groups have adapted to and were influenced by their environment, such as Tomochichi adapting to the arrival of British colonists by creating an alliance.
- Describe how the region in which Georgia’s historic figures or groups lived affected their lives and compare these regions to the region in which students live, such as the influence of Martin Luther King, Jr. growing up in segregated Atlanta and how Atlanta has changed over time
- Describe the regions in Georgia where the Creek and Cherokee lived and how they used their local resources to create tools, clothing, homes, food, ways of making a living, and accomplishments

“Georgia’s People and Places” Teaching Guide Key: Brief explanations of the types of resources and information found in this guide.

Focus Statements for “Georgia’s People and Places”	For each individual or group included in this guide find focus statements that help orient the learner in analyzing each figure through the theme of “Georgia’s People and Places.”
Framing questions for “Georgia’s People and Places”	For each individual or group included in this guide, find framing questions that help learners consider how each figure fits within the theme of “Georgia’s People and Places.”
GHS Online Classroom Resources	Find free resources created by the staff of the Georgia Historical Society for teaching and learning Georgia and American history on the GHS website. www.GeorgiaHistory.com
GHS Featured Historic Figures	Read about the life and legacy of notable Georgians and discover resources for deeper study.
GHS Multimedia Resources	Find short educational videos for students and teachers. Resources include <i>Today in Georgia History</i> , a joint collaboration of the Georgia Historical Society & Georgia Public Broadcasting, and the GHS Schoolhouse Blog.
Historical Markers	Roadside historical markers can be found throughout Georgia, sharing the stories of our past. Use the Georgia Historical Marker Database to explore markers from around the state.
Online Exhibits	Online exhibits showcase archival materials and artifacts in the Georgia Historical Society’s collections, including digital images that offer visual references to Georgia history.
Newspapers in Education	Digital publications that explore themes in Georgia history.
Lesson plans and teaching units	Classroom-ready teaching resources created by GHS education staff that feature primary sources and learning activities.
Primary Sources and Collections	Primary sources are the raw materials of history. Primary sources are engaging and support the development of historical knowledge, critical thinking skills, and reading ability.

JAMES OGLETHORPE AND HIS ROLE SETTLING SAVANNAH

Framing Questions for “Georgia’s People and Places”:

- How did English settlers change the landscape of the coastal region through colonization?
- Why did Oglethorpe choose the Yamacraw Bluff on the Savannah River as the location of the Georgia colony?
- How did the alliance between Oglethorpe and Tomochichi impact the success and growth of the Georgia colony?
- What were the agricultural goals of the Georgia colony?
- How did Georgia’s physical proximity to South Carolina and its large, enslaved population influence slavery in Georgia?
- How did Oglethorpe influence the layout of Savannah? How have his actions still impacted the city today?

Focus Statement: **James Edward Oglethorpe**

Location: **Savannah, Georgia-Coastal Plain Region**

James Edward Oglethorpe, born in England, was a member of the British Parliament, where he belonged to a group of like-minded men who envisioned a new colony in America. This group was the Georgia Trustees. In 1733, Oglethorpe travelled to British North America and established the Georgia colony on a bluff along the Savannah River located in what is today the Coastal Plain Region of the state. Oglethorpe worked with the Yamacraw tribe that inhabited the area, led by Tomochichi, to find the right location to settle. Establishing the Georgia colony in this location also provided a buffer to defend other British colonies in America from the Spanish, who settled in Florida.

Oglethorpe and the Georgia Trustees imagined Georgia as an agrarian society that would grow grapes for wine, mulberry trees for silk production, and lumber for shipbuilding. Cultivating grapes and mulberry trees proved unsuccessful due largely to the climate of the region. The Trustees envisioned a colony based on agricultural subsistence rather than large for-profit plantations based on enslaved labor. As Georgia faced economic competition from South Carolina coupled with ample fertile farmland in the region, slavery was legalized in the colony in 1751, after Georgia became a royal colony.

One of Oglethorpe’s lasting influences on Savannah’s geography was the grid-patterned design of the city. Oglethorpe laid out the city around a series of six squares. City leaders followed the design for decades after he returned to Great Britain, resulting in a total of 24 squares (22 remain today).

Oglethorpe and the Georgia Trustees Vision for Georgia:

Primary Sources:

- [Copy of the Georgia Trustee's seal](#)
 - Copy of the Georgia Trustee's seal for the establishment of the Colony of Georgia (1734-1750). Two casts, one of each side of the seal, from the original in the British Museum in London.
 - **Citation:** Copy of the Georgia Trustee's Seal. From the Georgia Historical Society Collection of Artifacts, MS 1361.
- [Entry Claims, Colony of Georgia](#)
 - Claims of Land Granted by the Trustees of the Colony of Georgia. Colonists holding land granted by the Trustees had to submit their grants and receive new crown grants after Georgia became a royal colony in 1754.
 - **Citation:** Entry of Claims, Assembly, Colony of Georgia, Georgia Archives, RG 49-1-13.

Classroom Resources:

- *Today in Georgia History:* [Georgia Colony Founded](#)
- [The Trustees' Garden Historical Marker](#)
- Online Exhibit: [Three Centuries of Georgia History: 18th Century- Trustee Georgia](#)

Oglethorpe Settles Savannah:

Primary Sources:

- [Brass surveyor's compass, reported to be the compass used by James Edward Oglethorpe to lay out the city of Savannah.](#)
 - **Citation:** Brass Surveyor's Compass, Ca. 1730. From the Georgia Historical Society Artifact Collection, A-1361-393.
- [View of Savannah as it stood on 29th of March 1734.](#)
 - Peter Gordon's 1734 "View of Savannah" provides a visual representation of the early settlement on the banks of the Savannah River. The map shows Oglethorpe's unique design for the city. The plan was based on a system of town wards, each containing building lots, trust lots, and a central square.

- **Citation:** Gordon, Peter. *View of Savannah as it stood on 29th of March 1734*. From the Georgia Historical Society Map Collection, 1361MP-001.
- [Portrait of James Edward Oglethorpe by Raiford J. Wood.](#)
- **Citation:** Portrait of James E. Oglethorpe by Raiford J. Wood, c. 1955. From the GHS Objects Collection, A-1361-600.

Classroom Resources:

- Featured Historical Figure: [“Oglethorpe’s Role Settling Savannah,”](#)
- Featured Historical Figure: [“Oglethorpe and Savannah’s City Plan”](#)
- Featured Historical Figure: [“Oglethorpe and Tomochichi”](#)
- Online Exhibit: [Encounter and Exchange: Georgia’s First Friendship](#)
- Online Exhibit: [Establishing the Colony of Georgia](#)
- GHS Schoolhouse: [“Get to Know James Edward Oglethorpe Part 3, 1733-1743 video guide”](#)
- *Today in Georgia History*: [July 7: Battle of Bloody Marsh](#)
- [Oglethorpe Meets the Indians at Coweta Historical Marker](#)
- [James Edward Oglethorpe \(1696-1785\) Historical Marker](#)
- [Landing of Oglethorpe and the Colonists Historical Marker](#)

Additional Resources:

Children’s Book

- [James Oglethorpe: Not for Self, but for Others \(Social Studies Readers\)](#)
- [James Edward Oglethorpe: Foreword by Eugenia Price](#)

Online Articles

- [Sullivan, Buddy . “Savannah.” *New Georgia Encyclopedia*.](#)

TOMOCHICHI AND THE YAMACRAW INDIANS

Framing Questions for “Georgia’s People and Places:”

- Why did the Yamacraw Indians live near the Savannah River?
- Why did Tomochichi establish an alliance with Oglethorpe and the Georgia colony?
- How did the Yamacraw help the Georgia colony to be successful?
- Why did Tomochichi travel to Britain? How did Native/British relations affect Georgia’s subsequent development?

Focus Statement: **Tomochichi**

Location: **Savannah, Georgia-Coastal Plain Region**

Tomochichi was the chief of the Yamacraw Indian tribe. The Yamacraw were made up of Creek and Yamasee who had broken away from their respective tribes following disagreements over alliances with European settlers. The Yamacraw settled along the Savannah River bluffs (Yamacraw Bluff) to remain close to the resting place of their ancestors and to British traders in South Carolina. Following the arrival of Oglethorpe and the British colonists at Savannah, Tomochichi provided invaluable assistance to the new colonists. One year after Oglethorpe’s arrival, Tomochichi accompanied him back to England along with a small delegation of Yamacraw. The chief sought assurances that his people would receive education and fair-trade policies with the British. While in Great Britain, Tomochichi acted as negotiator for his people during numerous meetings with important British dignitaries.

Tomochichi and the Yamacraw:

Primary Sources:

- [Tomochachi Mico or King of Yamacraw and Toonahawi his nephew Son to the Mico of the Etchitas](#) (engraving)
 - This engraving was done by William Verlest Pinxit (original drawing) and John Faber Sculpsit (engraving). The portrait was created in 1734 during Tomochichi’s voyage to Great Britain.
 - **Citation:** Tomochachi Mico or King of Yamacraw and Toonahawi his nephew Son to the Mico of the Etchitas, c. 1734-1735. Original drawing by William Verlest Pinxit. Engraving by John Faber Sculpsit. From the Georgia Historical Society Collection of Photographs. MS 1361.

- [Tomachichi Mon'm't, Savh](#)
 - A cutting from a book or magazine showing the Memorial to Tomochichi in Wright Square erected in 1899 by the Georgia Society of Colonial Dames in America.
 - On April 21, 1899, the Tomochichi Monument, a granite boulder, was dedicated by the Georgia Society of the Colonial Dames of America. The boulder can still be seen in the southeast corner of Wright Square in Savannah, along with a copper plaque commemorating Tomochichi.
 - To learn more about the location of Tomochichi's grave, please see the [Featured Historical Figure: "Death and Burial"](#).
 - **Citation:** "Tomachichi Mon'm't, Savh," c. 1899-1900. From the James S. Silva family papers, 1888-1953. MS 2126.
- [Map of Colonial Georgia Coast, c.1741-1742.](#)
 - Benjamin Martyn, the secretary for the Georgia Trustees, published a history of the first nine years the colony of Georgia. The volume included a copy of this map by R. W. Seale. The map denotes early British settlements and land where the Yamacraw settled.
 - **Citation:** "Georgia." R. W. Seale. In Benjamin Martyn, *An Account Showing the Progress of the Colony of Georgia . . . from its First Establishment*, London, 1741., "Columbus State University Archives and Special Collections.

Classroom Resources:

- Featured Historical Figure: ["Brief Bio"](#)
- [Featured Historical Figure: "Death and Burial"](#)
- *Today in Georgia History:* [October 5, 1739: Tomochichi](#)
- [Newspapers in Education: Tomochichi: A Legacy of Leadership](#)
- [Tomo-chi-chi's Grave Historical Marker](#)
- Online Exhibit: [Encounter and Exchange: Early Georgia Encounters- Encounter and Exchange in a New Colony](#)

Tomochichi travels to Great Britain:

Primary Sources:

- [Audience Given by the Trustees of Georgia to a Delegation of Creek Indians. by William Verelst, gift of Henry Francis du Pont, 1956. Courtesy of the Winterthur Museum.](#)
 - This painting shows the Yamacraw delegation meeting with the Georgia Trustees in their London Office.
 - **Citation:** Audience Given by the Trustees of Georgia to a Delegation of Creek Indians. by William Verelst, gift of Henry Francis du Pont, 1956. Courtesy of the Winterthur Museum.

Classroom Resources:

- Featured Historical Figure: [“Travels to Great Britain”](#)
 - *Today in Georgia History:* [March 23, 1734: Georgia Native Americans in England](#)
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Additional Resources:

- Children’s Books
 - [Tomochichi: Chief and Friend \(Social Studies Readers\)](#)
- Online Articles
 - [Sweet, Julie A. “Tomochichi \(ca. 1644-1739\).” *New Georgia Encyclopedia*.](#)
 - [Sweet, Julie A. “Yamacraw Indians.” *New Georgia Encyclopedia*.](#)

MARY MUSGROVE THE INTERPRETER

Framing Questions for “Georgia’s People and Places:”

- How did Musgrove build a bridge between Native groups and English settlers?
- Why is Musgrove credited with helping the Georgia colony become successful?
- How did Musgrove become the wealthiest Georgia landowner in the 18th century?

Focus Statement: **Mary Musgrove**

Location: **Savannah, Georgia-Coastal Plain Region:**

As the daughter of an English trader and a Creek Indian, Mary Musgrove understood multiple cultures and acted as an interpreter and cultural liaison between Native peoples and colonists of the coastal region. Musgrove and her English husband established a trading post known as Cowpens near the Savannah River. The trading post was a center of 18th-century commerce in Georgia where Indians and colonists bought and sold deerskins. After the founding of the Georgia colony in 1733, Musgrove acted as interpreter between Tomochichi and Gen. Oglethorpe. She served as Oglethorpe’s interpreter for ten years, shaping his understanding of the Creek Indians and helped foster peace between the two. For her work, she received financial compensation and political prestige. She also received land, including St. Catherine’s Island, from the Creeks, making her the wealthiest Georgia landowner in the 1700s.

Mary Musgrove’s Trading Post:

Primary Sources:

- [Proceedings Related to Mary Musgrove of the President and Assistants Assembled for the Colony of Georgia, Ad Hoc Collection, ah00406.](#)
 - Relates to Mrs. Bosomworth’s (Mary Musgrove) attempts from July 1749 through April 1751 to establish her claims to land near Savannah and three of the sea islands granted to her by Creek chiefs Tomochichi and Malatchi, which British officials refused to recognize.
 - **Citation:** General Trustee Records, Colony of Georgia, RG 049-02-019, Georgia Archives.

Classroom Resources:

- Featured Historical Figure: [“Mary Musgrove”](#)

- [Indian Trading Post: Home of Mary Musgrove](#)
 - Online Exhibit: [Hidden History: Indian Trading Post: Home of Mary Musgrove](#)
 - [Indian Trading Post: Home of Mary Musgrove Historical Marker](#)
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Mary Musgrove the Interpreter:

Primary Sources

- [Instructions by Governor Henry Ellis to Henry Yonge and William de Brahn to survey and lay out St. Catherines Island for Mary Bosomworth, December 4, 1759](#)
 - Note: Mary Musgrove had three husbands during her lifetime. It is from her third husband, Thomas Bosomworth, she takes the name Mary Musgrove Bosomworth.
 - **Citation:** Instructions by Governor Henry Eillis to Henry Yonge and William de Brahn to survey and lay out St. Catherines Island for Mary Bosomworth, December 4, 1759. From the Henry Ellis Instructions. MS 77.

Classroom Resources:

- Online Exhibit: [Encounter and Exchange: Early Georgia Encounters- Encounter and Exchange in a New Colony](#)
 - GHS Schoolhouse: [National History Day Award Winning Performance On Mary Musgrove](#)
 - [Mary Musgrove Historical Marker](#)
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Additional Resources:

- *Children's Book*
 - [Mary Musgrove: Bringing People Together \(Social Studies Readers\)](#)
- Online Articles
 - [Frank, Andrew K. "Mary Musgrove." *New Georgia Encyclopedia*.](#)
 - "Archaeologists Find 18th Century Savannah River Trading Post." AccessWDUN, July 25, 2002. <https://accesswdun.com/article/2002/7/192078>.
 - [National Parks Service: Mary Musgrove House](#)

SEQUOYAH AND THE CHEROKEE

Framing Questions for “Georgia’s People and Places:”

- How did the Cherokee utilize local resources in the region where they lived?
- How did the region where the Cherokee lived determine their culture?
- What impact did White settlers have on the Cherokee’s culture and homeland?
- How did Sequoyah create a written language for the Cherokee and what impact did a written language have on the Cherokee Nation that was spread across the Southeast?
- Why were the Cherokee removed from their homeland and where were they relocated?
- What did the Cherokee removal mean for the subsequent history of Georgia?
- What did the Cherokee removal mean for White settlers and the lands they came to claim?

Focus Statement: **Sequoyah and the Cherokee**

Location: **North Georgia-Appalachian Plateau, Ridge and Valley, Blue Ridge Mountain, and Piedmont Regions**

The Cherokee Nation lived along rivers in North Georgia, Tennessee, and Western North Carolina. In Georgia, they occupied parts of the northern Piedmont, Valley and Ridge, Blue Ridge Mountains, and Appalachian Plateau regions. The Cherokee lived in kinship groups and shared a common language. The Cherokee historically, and currently, speak the Iroquoian language. The Iroquoian language is made up of a large family of languages, such as Mohawk and Oneida, and was spoken by numerous Native American groups. The Cherokee cultivated corn, beans, and squash on farms and hunted deer and elk for food and clothing. In winter months they lived in houses made of woven saplings plastered with mud and open-air dwellings with roofs made of bark in the summer. They possessed stone tools such as knives and axes as well as other hand-crafted items such as woven baskets, and pottery. Proximity and encroachment of European settlers forced the Cherokee to negotiate treaties that eventually removed them from native lands as White settlers began to take more territory in Georgia. When gold was first found in north Georgia in 1828, White prospectors moved into the region, often occupying Cherokee land to mine for gold. Eventually, most Cherokee were driven out Georgia and forced on the Trail of Tears to the Oklahoma territory in the 1830s.

Sequoyah, a member of the Cherokee Nation, was born in what is now Tennessee and lived in present-day Arkansas as many Cherokee were forced to move west as more and more lands were ceded to White settlers. Throughout his life, Sequoyah visited Georgia many times and his proximity to settlements of European colonists provided opportunities to learn about written language. The Cherokee did not have a written language, and Sequoyah tasked himself with

creating a syllabary, similar to an alphabet, that would allow his people to read and write in their own language. Through written language, Sequoyah wanted to unite members of the Cherokee Nation who were distant geographically and spread across parts of the South and West.

The Cherokee Nation in Georgia:

Primary Sources:

- [Land Ceded by the Cherokee Treaty of 1817 for the State of Georgia](#)
 - This map was created by an engineer and surveyor of the United States government for the state of Georgia showing the land the state acquired from the Cherokee in the Treaty of the 8th of July 1817.
 - **Citation:** Map Showing Land Ceded by the Chiefs of the Cherokee Nation of Indians to the United States for the Use of State of Georgia at the Treaty of the 8th of July 1817; 1817; Georgia; Civil Works Map File, 1800 - 1947; Records of the Office of the Chief of Engineers, 1789 - 1999, Record Group 77; National Archives at College Park. Accessed via DocsTeach.
- [A map of the second section of that part of Georgia now known as the Cherokee Territory.](#)
 - A map of the second section of that part of Georgia now known as the Cherokee Territory in which are delineated all the districts & lots which by an act of the General Assembly were designated the Gold Districts and taken from actual survey.
 - **Citation:** Green, Orange, and Daggett & Co Cowles. A map of the second section of that part of Georgia now known as the Cherokee Territory in which are delineated all the districts & lots which by an act of the General Assembly were designated the Gold Districts and taken from actual survey. Library of Congress [U.S.: Cowles, Daggett & Co., 1830] Map. <https://www.loc.gov/item/82690523/>.

Classroom Resources:

- Featured Historical Figure: [“Cherokee Nationalism and New Echota”](#)
- Featured Historical Figure: [“The Trail of Tears and Life in the West”](#)
- *Today in Georgia History:* [May 29: General Winfield Scott](#)
- [Cherokee Nation Historical Marker](#)
- [Trail of Tears Historical Marker](#)

- [New Echota: Cherokee National Capital Historical Marker](#)
 - Online Exhibit: [Three Centuries of Georgia History: 19th Century- Growth and Change in Georgia](#)
-

Sequoyah and the Cherokee Syllabary:

Primary Sources:

- [Historic Sites in Georgia - Sequoyah, Inventor of the Cherokee Syllabary](#)
 - **Citation:** Historic Sites in Georgia - Sequoyah, Inventor of the Cherokee Syllabary (postcard), Ca. 1900-1960. From the Georgia Historical Society Collection of Postcards, MS 1361.
- [Cherokee Phoenix Newspaper, February 28, 1828](#)
 - At their capital in New Echota, Georgia, the Cherokee people, with the help of missionary Samuel Worcester, established a printing office and published the *Cherokee Phoenix*. Edited by Cherokee Elias Boudinot, the *Phoenix* was printed in the Cherokee language and English and was the first Native-American newspaper published in the United States. The goal of the newspaper was to gain public support for the Cherokee Nation at a time when it was under increased pressure to give up its sovereignty or move west. The newspaper was published until 1835 when the newspaper's printing press was confiscated by the Georgia Guard.
 - **Citation:** *Cherokee Phoenix*. New Echota, Thursday February 28, 1828. Vol 1, No.2. From the Georgia Historic Newspaper Database.

Classroom Resources:

- Featured Historical Figure: [“Sequoyah and the Cherokee Syllabary”](#)
 - [Newspapers in Education: Sequoyah](#)
 - *Today in Georgia History*: [July 26: Cherokee Constitution](#)
 - *Today in Georgia History*: [October 27: Dahlonega Gold Rush Begins](#)
-

Additional Resources:

- *Children's Book*
 - [The Creek and the Cherokee \(Social Studies Readers\)](#)

- [Sequoyah and the Written Word \(Social Studies Readers\)](#)
- Online Articles
 - [Wadley, Ted. "Sequoyah \(ca. 1770-1840\)" *New Georgia Encyclopedia*.](#)
 - [Boulware, Tyler. "Cherokee Indians." *New Georgia Encyclopedia*.](#)
 - [Sequoyah Birthplace Museum](#)
 - [Cherokee Nation \(Website\)](#)

THE CREEK INDIANS IN GEORGIA

Framing Questions for “Georgia’s People and Places:”

- How did the Creek utilize local resources in the region where they lived?
- How did the region where the Creek lived determine their culture?
- What impact did White settlers have on Creek culture and homeland?
- Why did Georgia settlers negotiate land with the Creek?
- What were the advantages and disadvantages of native groups trading with Georgia settlers?
- Where did Creek Indians go after losing land in treaties such as the Second Treaty of Indian Springs?

Focus Statement: **Creek Nation**

Location: **South and Central Georgia-Coastal Plains and Piedmont Regions**

The Creek lived in the Coastal Plains and Piedmont Regions of South and Central Georgia. The Creek Indians traditionally lived in Georgia and Alabama, where small chiefdoms were united politically in the region between the Ocmulgee River in Georgia and the Coosa and Tallapoosa rivers in Alabama. Although they spoke different languages, the Creeks shared some common cultural characteristics such as agricultural and ceremonial practices. They were farmers cultivating corn, beans, and squash, and their homes were made in the wattle and daub style from locally sourced materials. They were also hunters, and early interactions between the Creek and European settlers centered around trade, specifically deerskins. As White settlers moved west and further into the Georgia territory seeking access to more fertile farmland, the Creek were forced to negotiate treaties with settlers, such as the Second Treaty of Indian Springs, where they ceded land and were gradually displaced. Many of the treaties were broken either by White settlers or their descendants.

The Creek and their Changing Relationship with White Settlers:

Primary Sources:

- [Muscogee Treaty](#)
 - Sometimes called the Treaty of New York or the Muscogee Treaty, this was the first treaty

between a Native Nation and the United States after the adoption of the Constitution. It confirmed peace with the Muscogee (or Creek), who lived in present-day Georgia and Alabama. Muscogee leaders, grouped by the towns they represented, signed the treaty at the lower right. President George Washington, Thomas Jefferson (Secretary of State), and Henry Knox (Secretary of War) signed at the lower left.

- **Citation:** Treaty of Peace and Friendship between the United States of America and the Creek Nation of Indians Signed at New York; 8/7/1790; Ratified Indian Treaty 17: Creek - New York, August 7, 1790; Indian Treaties, 1789 - 1869; General Records of the United States Government, 1778 - 2006, Record Group 11; National Archives Building, Washington, DC. Accessed via DocsTeach
- Treaty of Indian Springs (1825)
 - The Treaty of Indian Springs, also known as the Second Treaty of Indian Springs, was an agreement between the federal government and a minority of Creek Indians, led by William McIntosh, which sold the remaining Creek land in Georgia for \$200,000. The treaty was signed in Indian Springs, Georgia on February 12, 1825, and ratified by the Senate on March 7, 1825.
 - **Citation:** Parrish, George I. "Treaty of Indian Springs (1825)", not dated. From the Atlanta History Photograph Collection, VIS 170.2379.001. <https://album.atlantahistorycenter.com/digital/collection/athpc/id/2743>
- Flyer Advertising Fraud Investigation
 - John Hogan, Superintendent of Creek Emigration, advertised his investigation into fraud committed on the Creek Indians in the sale of their lands.
 - **Citation:** Flyer Advertising an Investigation into Fraud on Creek Indians in the Sale of their Lands; 10/31/1835; Rel to Investigation of Frauds in Land Sales. Details of Contracts for Removals. Few Indians will Remove, etc. ; Letters Received, 1831 - 1836; Records of the Bureau of Indian Affairs, Record Group 75; National Archives Building, Washington, DC. Access via DocsTeach
- M'Intosh, a Creek chief
 - **Citation:** King, Charles Bird. *M'Intosh, a Creek chief, Ca. 1785-1862*. From the McKenney and Hall: History of the Indian Tribes Collection at University of Cincinnati.

Classroom Resources:

- *Today in Georgia History:* [April 26: George Troup](#)
- *Today in Georgia History:* [April 30: William McIntosh](#)
- [Oglethorpe Meets the Indians at Coweta Historical Marker](#)
- [Last Land in Georgia Ceded by the Creeks Historical Marker](#)

- [McIntosh Reserve Historical Marker](#)
- Online Exhibit: [Three Centuries of Georgia History: 19th Century- Growth and Change in Georgia](#)

Additional Resources:

- *Children's Book*
 - [The Creek and the Cherokee \(Social Studies Readers\)](#)
- Online Articles
 - [Saunt, Claudio. "Creek Indians" *New Georgia Encyclopedia*.](#)
 - [Frank, Andrew K. "Creek Indian Leaders" *New Georgia Encyclopedia*.](#)

JACKIE ROBINSON: BASEBALL AND BEYOND

Framing Questions for “Georgia’s People and Places:”

- Why did Jackie Robinson live in so many different cities?
- How did Robinson’s move out of the Deep South impact his attitudes toward segregation and Jim Crow?
- How did Jackie Robinson change major league baseball?
- How did Jackie Robinson influence politicians and presidents regarding the Civil Rights Movement?
- What was Jackie’s role in the Civil Rights Movement, especially in the Albany Movement?

Focus Statement: **Jackie Robinson**

Location: **Cairo, Georgia-Coastal Plain Region:**

Jack “Jackie” Roosevelt Robinson was born in Cairo, Georgia, to sharecropper parents on January 31, 1919. Throughout his life, Robinson lived and worked in several cities across North America. Though born in Georgia, Robinson’s family moved to Pasadena, California, when he was sixteen months old. Robinson attended the University of California at Los Angeles (UCLA) and played several sports. During World War II he served in the United States Army. After the war Robinson playing shortstop for the Negro League’s Kansas City Monarchs. He would later play minor league baseball for the Montreal Royals. He was the first Black man to play major league baseball in the modern era when he debuted with the Brooklyn Dodgers in 1947.

Robinson not only experienced racial discrimination as the first Black major league player, but he lived during the Jim Crow era—a time marked by legal racial segregation in America. As he was a public figure, Robinson showed self-control in the face of the discrimination he endured from fans, teammates, and crowds. After retiring from baseball, Robinson continued his work as a civil rights activist. Robinson and his son participated in the March on Washington for Jobs and Freedom in 1963. He also wrote letters to several US Presidents giving them feedback on their policies regarding the Civil Rights Movement. He was also an important factor in the Albany Movement in Georgia, where at the request of Martin Luther King, Jr., he led a fundraising campaign to rebuild Black churches that had been burned in response to Black voter registration in the region.

Robinson Shaped by Segregation:

Primary Sources:

- [“Dodgers Split on Robinson”](#)
 - A newspaper clipping discussing the Brooklyn Dodgers reaction to Robinson joining the major leagues.
 - **Citation:** Goren, Herbert. “Dodgers Split on Robinson,” March 12, 1947. *The Sporting News*. Accessed via Jackie Robinson Educational Archive at <http://www.umass.edu/pubaffs/jackie/proballc2a.html>
- [Jackie Robinson in Army Uniform](#)
 - **Citation:** Jackie Robinson, not dated. Photo Credit: National Baseball Library and Archives, Cooperstown, New York. Accessed via Jackie Robinson Educational Archive at <http://www.umass.edu/pubaffs/jackie/earlyb8.html>

Classroom Resources:

- Featured Historical Figure: [“Early Encounters: College Years”](#)
- Featured Historical Figure: [“Military Years: Ft. Riley, Kansas and Officer Candidate School”](#)
- *Today in Georgia History:* [December 27: Jackie Robinson](#)
- [Off the Deaton Path-“The First”](#)
- [Birthplace of Jackie Robinson: First African American in Major League Baseball Historical Marker](#)

Robinson and the Civil Rights Movement:

Primary Sources:

- [Jackie Robinson in crowd speaking to reporters, Birmingham, Ala.](#)
 - **Citation:** Trikosko, Marion S, photographer. *Jackie Robinson in crowd speaking to reporters, Birmingham, Ala.*, 1963. Photograph. Library of Congress, <https://www.loc.gov/item/2016646400/>.
- [Jackie Robinson and Son at the March on Washington](#)

- When he served in the army during World War II, before his professional baseball career, Lieutenant Robinson refused to move to the back of a southern bus when directed to do so by the driver of the bus. After retiring from professional baseball in 1957, Robinson used his influence to champion the cause of civil rights until his death in 1972. In addition to his participation in the March on Washington, he wrote and sent telegrams to multiple U.S. presidents.
- **Citation:** Photograph 306-SSM-4C-54-26; Civil Rights March on Washington, D.C. [Former National Baseball League player, Jackie Robinson with his son.]; 8/28/1963; Miscellaneous Subjects, Staff and Stringer Photographs, 1961 - 1974; Records of the U.S. Information Agency, Record Group 306; National Archives at College Park, College Park, MD. Accessed via DocsTeach

Classroom Resources:

- Featured Historical Figure: [“Robinson and the Civil Rights Movement: The Albany Movement”](#)
- Online Exhibit: [Three Centuries of Georgia History: 20th Century- Social Movements of the 20th Century](#)

Additional Resources:

- *Children’s Book*
 - [Who Was Jackie Robinson?](#)
 - [The Story of Jackie Robinson: A Biography Book for New Readers](#)
 - [I am Jackie Robinson \(Ordinary People Change the World\)](#)
- Online Articles
 - [Perspectives: Jackie Robinson](#) (full episode from Biography)
 - [Library of Congress: Baseball, Race Relations, and Jackie Robinson \(Updated Lesson Plan\)](#)
 - [York, Kyle. “Jackie Robinson \(1919-1972\).” *New Georgia Encyclopedia*.](#)

MARTIN LUTHER KING, JR. FIGHTING SEGREGATION

Framing Questions for “Georgia’s People and Places:”

- How did King’s childhood influence his life?
- Where did King lead non-violent campaigns for the Civil Rights Movement?
- Why were Civil Rights protests and events mostly located in the South?
- Why were many of King’s protests and campaigns met with violence?
- What was the Southern Christian Leadership Conference and who were members of it?
- How did King’s religious affiliation influence his thinking and actions?

Focus Statement: **Martin Luther King, Jr.**

Location: **Atlanta, Georgia-Piedmont Region:**

On January 15, 1929, Martin Luther King, Jr. was born in Atlanta, Georgia, in the Piedmont region of the state. King was raised in the segregated South and was one of the most influential leaders in the Civil Rights Movement of the 1950s and 1960s. King was a Baptist minister and eventually became the president of the Southern Christian Leadership Conference (SCLC). King worked to advance civil rights by fighting for Black Americans’ right to vote, desegregation of the South, and advocated for other social justice platforms such as labor rights. He led non-violent campaigns for change, most notably the Montgomery Bus Boycott in Montgomery, Alabama, the Voting Rights March of 1965 in Selma, Alabama, and the March on Washington for Jobs and Freedom in 1963, in Washington D.C. In places like Birmingham, Alabama, King and many of his followers endured imprisonment and violence in response to their activism. In 1968 he was assassinated by a sniper in Memphis, Tennessee, where he was working and participating in a non-violent labor strike for sanitation workers.

Martin Luther King, Jr. and the Segregated South:

Primary Sources:

- [Dr. & Mrs. Martin Luther King Jr., head-and-shoulders portrait, facing front](#)
 - **Citation:** Hiller, Herman, photographer. Dr. & Mrs. Martin Luther King Jr., head-and-shoulders portrait, facing front / *World Telegram & Sun*, c.1964. Photograph. Library of

Congress, <https://www.loc.gov/item/96516151/>.

- [The birthplace and boyhood home \(until aged 12 years old\) of Dr. Martin Luther King Jr.](#)
 - The birthplace and boyhood home (until he was 12 years old) of Dr. Martin Luther King Jr., in Atlanta, Georgia.
 - **Citation:** Highsmith, Carol M, photographer. The birthplace and boyhood home until he was 12 years old of Dr. Martin Luther King Jr., preserved and protected at the Martin Luther King Jr. National Historic Site, a park supervised by the U.S. National Park Service that includes several buildings central to the martyred civil-rights leader's early life, his later work, and his place of worship. United States Atlanta. Atlanta Fulton County Georgia, 2017-10-30. Photograph. Library of Congress, <https://www.loc.gov/item/2017883818/>.
- [Dexter Avenue King Memorial Baptist Church](#)
 - King served as pastor of the Dexter Avenue King Memorial Baptist Church in Montgomery, Alabama.
 - **Citation:** Highsmith, Carol M, photographer. Dexter Avenue King Memorial Baptist Church where Martin Luther King served as pastor, Montgomery, Alabama. United States Montgomery. Alabama Montgomery, None. [Between 1980 and 2006] Photograph. Library of Congress, <https://www.loc.gov/item/2011631499/>.

Martine Luther King, Jr. Influences Change:

Primary Sources:

- [Photograph of Leaders at the Head of the Civil Rights March on Washington, D.C.](#)
 - [Civil rights leaders Rev. Dr. Martin Luther King, Jr., \(front row, second from left\), A. Philip Randolph \(front row, far right\), and Roy Wilkins \(front row, second from right\) lead the March on Washington for Jobs and Freedom on August 28, 1963.](#)
 - **Citation:** Photograph of Leaders at the Head of the Civil Rights March on Washington, D.C.; 8/28/1963; Records of the U.S. Information Agency, Record Group 306. Accessed Via DocsTeach
- [President Johnson Shaking Hands with Martin Luther King, Jr.](#)
 - This photograph shows President Lyndon Johnson shaking Martin Luther King, Jr.'s hand after signing the Voting Rights Act. Civil rights leaders look on in the President's Room of the U.S. Capitol in Washington, DC.

- **Citation:** Photograph A1030-17A; President Johnson Shakes Martin Luther King, Jr.'s Hand After Signing the Voting Rights Act as Civil Rights Leaders Look On; 8/6/1965; Johnson White House Photographs, 11/22/1963 - 1/20/1969; Collection LBJ-WHPO: White House Photo Office Collection; Lyndon Baines Johnson Library, Austin, TX. Accessed Via DocsTeach

Classroom Resources:

- Historical Inquiry: [The Civil Rights Movement and the Media](#)
- Lesson Plan and Teaching Activity: [Martin Luther King, Jr. Student Driven-Inquiry](#)

MLK and the Civil Rights Movement in Georgia:

Primary Sources:

- [“I Am A Registered Voter Are You?” pin](#)
 - This pin belonged to W.W. Law. Mr. Law was a Civil Rights leader in Savannah, Georgia. He was president of the Savannah chapter of the NAACP and made great strides in desegregation through nonviolent resistance from 1950 to 1976. He spent much of the rest of his life advocating for Black history and culture in Savannah.
 - **Citation:** “I Am A Registered Voter Are You?” pin, c.1950-1960. From the Georgia Historical Society Artifact Collection, A-2697-013.
- [Magazine Cover, “The Crisis”](#)
 - **Citation:** Cover, “The Crisis” by the NAACP. From the Ethel Hyer family papers at the Georgia Historical Society, MS 2117.

Classroom Resources:

- Online Exhibit: [Three Centuries of Georgia History: 20th Century- Social Movements of the 20th Century](#)
- *Today in Georgia History:* [November 25: Albany Movement](#)
- [Civil Rights Historical Marker Trail](#)
- [The Rev. Martin Luther King, Jr., in Decatur Historical Marker](#)
- [Newspapers in Education: Media and the Cold War](#)

Additional Resources:

- *Children's Book*
 - [I am Martin Luther King, Jr. \(Ordinary People Change the World\)](#)
 - [Who Was Martin Luther King, Jr.?](#)
 - [The Story of Martin Luther King Jr.: A Biography Book for New Readers \(The Story Of: A Biography Series for New Readers\)](#)
- *Online Articles*
 - [Kirk, John A. "Martin Luther King, Jr. \(1929-1968\)" *New Georgia Encyclopedia*.](#)
 - [Tuck, Stephen. "Civil Rights Movement" *New Georgia Encyclopedia*.](#)
 - [Cooksey, Elizabeth B. "Southern Christian Leadership Conference \(SCLC\)" *New Georgia Encyclopedia*.](#)

JULIETTE GORDON LOW'S LASTING INFLUENCE

Framing Questions for “Georgia’s People and Places:”

- How can Juliette’s life in Savannah still be seen and experienced today?
- How did her opportunities to travel around the world influence her perspective?
- How do the Girl Scouts continue to illustrate the legacy of Juliette Gordon Low?
- How did Low use her personal and family connections in her community and beyond to grow the Girl Scouts program?
- What was the purpose for establishing the Girl Scouts? How did the creation of the Girl Scouts benefit young women?

Focus Statement: **Juliette Gordon Low**

Location: **Savannah, Georgia-Coastal Plain Region**

Juliette Gordon Low was born in Savannah, Georgia, on October 31, 1860. During Low’s childhood in Savannah, she lived through the Civil War, Reconstruction, and a Yellow Fever epidemic. She lived most of her life in the coastal city and much evidence of her life can still be seen there today. People visiting Savannah can tour both her childhood home and the home where she lived as an adult.

Juliette was privileged throughout her life to be able to travel. Shortly after marrying William Low when she was 26 years old, the couple moved to Great Britain following William Low’s career as a merchant. There, in 1911, Low met and befriended Sir Robert Baden-Powell, the founder of the Boy Scouts. She admired the scouting movement and began working with the Girl Guides, the Boy Scouts’ sister organization in Great Britain. With Baden-Powell’s help and encouragement, Low made plans to start a similar association for American girls. Using her own money, her talent for fundraising, and her network of friends and supporters, she returned to Georgia in 1912 and formed several troops in Savannah, where the girls who participated engaged in outdoor activities such as sports, gardening, scouting, and camping. Today, you may recognize the Girls Scouts through their annual cookie sales where troops across the nation learn entrepreneurship and continue to be led by women and girls.

Juliette Gordon Low's Early Life and Travels:

Primary Sources:

- [Portrait Juliette Gordon Low](#)
 - **Citation:** Portrait Juliette Gordon Low, not dated. From the Georgia Historical Society, Gordon Family Papers, MS 318.
- [Wedding Party of Juliette Gordon & William MacKay Low](#)
 - **Citation:** Wedding Party of Juliette Gordon & William MacKay Low, 1886. From the Georgia Historical Society, Foltz Photography Studio (Savannah, Ga.), photographs, MS 1360.
- [Wrought Iron Gates Designed and Executed by Juliette Gordon Low](#)
 - While living in England, Low began metal working, likely learning from the village blacksmith John Thomas Thorpe. She took on a major endeavor by designing and forging the gates for the entrance of her English home, Wellesbourne House. The original gates were later shipped to Savannah to be placed at the entrance of Gordonston Memorial Park, which was named in honor of Low's parents. However, replicas made from her design still hang at the Wellesbourne House entrance.
 - **Citation:** Quarterman, Leonora. Wrought Iron Gates Designed and Executed by Juliette Gordon Low, Gordonston Park, Savannah, Georgia. c.2007. Print, accessed via <http://www.quarterman.org/pictures/leonoraclay/File0114.html>.

Classroom Resources:

- Featured Historical Figure: ["Brief Biography"](#)
- Featured Historical Figure: ["Death and Legacy"](#)
- Lesson Plan and Teaching Activity: [Teacher guide](#) with primary source activity
- GHS Schoolhouse: [Episode 2: Gordon Family Papers](#)
- *Today in Georgia History*: [October 31: Juliette Gordon Low](#)
- [Birthplace of Juliette Low Historical Marker](#)
- Online Exhibit: [Three Centuries of Georgia History: 18th Century- Trustee Georgia](#)

Shaping the World Through the Girl Scouts:

Primary Sources:

- [Girl Scout Troop 1](#)
 - A group of Girl Scouts from Troop 1 (Savannah, GA) practicing first aid skills.
 - **Citation:** Girl Scout Troop 1, c. 1919-1962. From the Georgia Historical Society, Anne Mintz Collection of Girl Scouts Troop 1 Records, MS 2351.
- [Permit to sell cookies on the streets of Savannah on May 2, 1936, issued by the Mayor's Office.](#)
 - **Citation:** Permit to sell cookies on the streets of Savannah on May 2, 1936, issued by the Mayor's Office. From the Girl Scout Council of Savannah (Ga.) Papers Collection. MS 2000.

GIRL SCOUTS.

- Girls Scouts at their campsite.
- **Citation:** Harris & Ewing, photographer. GIRL SCOUTS, c. 1919. Photograph. Library of Congress, <https://www.loc.gov/item/2016870418/>

Classroom Resources:

- Featured Historical Figure: ["Early Girl Scouting"](#)
- Online Exhibit: [Three Centuries of Georgia History: 20th Century- Social Movements of the 20th Century](#)
- GHS Schoolhouse: [Episode 1: Girl Scout Cookies](#)
- [First Girl Scout Headquarters in America Historical Marker](#)
- [Nina Anderson Pape Historical Marker](#)

Additional Resources:

- *Children's Book*
 - [First Girl Scout: The Life of Juliette Gordon Low by Ginger Wadsworth](#)

- [*Here Come the Girl Scouts!: The Amazing All-true Story of Juliette “Daisy” Gordon Low and Her Great Adventure* by Shana Corey](#)
- Online Articles
 - [Sims, Anastasia. “Juliette Gordon Low \(1860-1927\)” *New Georgia Encyclopedia*.](#)
 - [Girl Scouts of the USA Juliette Gordon Low Biography](#)
 - [Juliette Gordon Low Birthplace](#)

JIMMY CARTER: PEANUT FARMER TO PRESIDENT

Framing Questions for “Georgia’s People and Places:”

- What was Jimmy Carter’s life like growing up in Plains, Georgia?
- Why are peanuts so important to Jimmy Carter?
- What impact did Carter have on Georgia as governor?
- How did Carter impact changes in American society during his presidency?
- How has Carter spread his influence throughout the world?
- Where does Jimmy Carter live today?
- How did growing up in rural South Georgia affect Carter’s worldview and politics?

Focus Statement: **Jimmy Carter:**

Location: **Plains, Georgia-Coastal Plain Region:**

Prior to becoming the only Georgian to be elected President of the United States, Jimmy Carter began his life in Plains, Georgia. Located in Georgia’s Coastal Plain region, his roots led him to a career in peanut farming in a place where the sandy soil and subtropical climate make that region ideal for high-quality peanuts. Carter left Plains to attend the United States Naval Academy. After graduating, he began a promising naval career. After his father’s death in 1953, Carter left the navy and returned to Plains to take over the family peanut business. With a successful peanut farming business, Carter was able to take on leadership roles in his local community that eventually led to his election as governor of Georgia. After serving as President, Carter continued his role as a leader and founded the Carter Center in Atlanta, which works to advance human rights, promote democratic practices, and resolve conflicts around the world.

Jimmy Carter: From Peanuts to (State) Politics:

Primary Sources:

- [Jimmy Carter with his dog, Bozo](#)
 - Carter as a boy.

- **Citation:** Jimmy Carter with his dog Bozo; 1937; This primary source comes from the Collection JC-CFP: Pre-Presidential Carter Family Photographs.
- Image available in **Appendix: Jimmy Carter.**
- **Citation:** Jimmy Carter weighing peanuts on a farm, not dated. Courtesy of the Jimmy Carter Presidential Library and Museum.
- [Seven Governors Gathered at the Georgia State Capitol](#)
 - “Seven governors gathered at the Georgia State Capitol on 25 January 1991. (l to r) Ernest Vandiver, Zell Miller, George Busbee, Carl Sanders, Jimmy Carter, Joe Frank Harris, and Herman Talmadge are the past Georgia governors”
 - **Citation:** Sports, Joe. “Seven governors gathered at the Georgia State Capitol on 25 January 1991.” From the Georgia Historical Society, Charles H. Prout Research Materials on Georgia Governors Collection. MS 1797.

Classroom Resources:

- *Today in Georgia History:* [October 1: Jimmy Carter](#)
- [Reed Bingham State Park Bridge Historical Marker](#)
- [Georgia Southwestern State University Historical Marker](#)

Jimmy Carter the National Political Leader:

Primary Sources:

- [Jimmy Carter disembarking from the airplane “Peanut One” at the Pittsburgh-Allegheny County Airport for a campaign stop in Pennsylvania](#)
 - **Citation:** O’Halloran, Thomas J, photographer. Jimmy Carter disembarking from the airplane “Peanut One” at the Pittsburgh-Allegheny County Airport for a campaign stop in Pennsylvania. Pennsylvania West Mifflin, 1976. Sep. 8. Photograph. Library of Congress, <https://www.loc.gov/item/2005696377/>
- [President Carter Signing Legislation for the Equal Rights Amendment](#)
 - This photograph shows President Jimmy Carter signing the House of Representative resolution proposing the Equal Rights Amendment (ERA) before it was sent to the states for ratification in 1978. The Equal Rights Amendment was supported by those who believed that women did not have equal status to men in the United States and who

hoped to force change. The ERA failed to gain ratification by the required number of states and therefore was not made into law.

- **Citation:** Photograph WHSP-C-07992-16; Jimmy Carter signs House of Representative Resolution for Equal Rights Amendment; 10/20/1978; Jimmy Carter, Roslaynn Carter - ERA Signing; Jimmy Carter's Presidential Photographs, 1/20/1977 - 1/20/1981; Collection JC-WHSP: Carter White House Photographs Collection; Jimmy Carter Library, Atlanta, GA.
- [Former U.S. President Jimmy Carter comforts child](#)
 - Former U.S. President Jimmy Carter comforts six-year-old Ruhama Issah at Savelugu Hospital on Feb. 8, 2007, as Adams Bawa, a Carter Center technical assistant, dresses her extremely painful Guinea worm wound.
 - **Citation:** Former U.S. President Jimmy Carter comforts six-year-old Ruhama Issah at Savelugu Hospital on Feb. 8, 2007. Savelugu, Ghana. Courtesy of The Carter Center.

Classroom Resources:

- *Today in Georgia History:* [July 14: Jimmy Carter Presidential Nomination](#)
- *Today in Georgia History:* [November 4: Iranian Hostage Crisis](#)
- Lesson Plan and Teacher Activity: [Jimmy Carter Student-Driven Inquiry](#)
- [President Jimmy Carter Historical Marker](#)

Additional Resources:

- *Children's Book*
 - [Jimmy Carter: For the People \(Social Studies Readers\)](#)
 - [Hard Work, but It's Worth It: The Life of Jimmy Carter](#)
- Online Articles
 - [Jimmy Carter Presidential Library and Museum: Teacher Resources](#)
 - [Fink, Gary M. "Jimmy Carter \(b.1924\)" *New Georgia Encyclopedia*.](#)
 - [Cooksey, Elizabeth B. "Carter Family" *New Georgia Encyclopedia*.](#)

GEORGIA HISTORICAL MAPS

Framing Questions for “Georgia’s People and Places” and historical maps:

- What information can be learned from maps?
- How can maps tell you about the past?
- When looking at a map, does it matter who created it? Why or why not?
- How did Georgia get its state boundaries?
- What role has Georgia’s geography played in the state’s history?
- What were some of the factors which affected the boundaries of what is now modern-day Georgia?
- What are Georgia’s geographic regions and how have they helped shape the state’s past?

Focus Statement: **The Changing Map of Georgia:**

Georgia’s early years as a state were marked by expansion and growth. Georgia’s population grew after the post-Revolutionary war period and the White population looked west for more elbow room. Although Georgia actually lost a large portion of its western territory between the Chattahoochee and Mississippi Rivers during this period, Georgia gained greater control of its western frontier from the Native American populations. New technologies like the cotton gin and steam-powered rail led to expansion and growth of Georgia’s economy. It was in this period that cotton became king of the South, Georgia being no exception. Several defining historic events occurred during this period including the Yazoo land frauds, the founding of the University of Georgia, the discovery of gold in North Georgia, the spread of Baptist and Methodist churches, the creation of a Cherokee syllabary, and the Trail of Tears.

The Changing Map of Georgia:

Primary Sources:

These four maps of Georgia provide a powerful visual expression of Georgia’s history and how the state changed over time in the years after the American Revolution and leading up to the Civil War.

- [Map of Georgia, 1795](#)

- This map was created for Mathew Carey's American edition of Guthrie's Geography. The complete atlas included 19 total maps and was first printed in 1796. The map provides an excellent snapshot of Georgia after the American Revolution and the vast western territories which spanned most of modern-day Alabama and Mississippi.
- **Citation:** Georgia from the Latest Authorities, 1795. From the Georgia Historical Society Map Collection, MS 1361-MP 063.
- [Map of Georgia, 1823](#)
 - This map appeared in an Atlas published in 1823. In 1802, Georgia ceded much of its western lands to the United States government. This map shows the state's growth, especially in new counties in the interior.
 - **Citation:** Map of Georgia, 1823. From the Georgia Historical Society Map Collection, MS 1361-MP 070.
- [Map of Georgia, 1829](#)
 - Reverend Adiel Sherwood included this map in the 1829 edition of his book A Gazetteer of the State of Georgia. The map gives a rare view of Georgia in the brief period of time between 1825, when the Cherokee Nation moved its capital to New Echota, Georgia, and 1838, when the U.S. Army forcibly removed the Cherokee to land in modern-day Oklahoma (known today as the Trail of Tears).
 - **Citation:** Map of Georgia, 1829. From the Georgia Historical Society Map Collection, MS 1361-MP 079.
- [Map of Georgia, 1855](#)
 - This map of Georgia was published in Colton's Atlas of the World in 1856. The map shows Georgia's westward expansion in the years following the forced removal of the Creek and Cherokee Indians from Georgia to reservations in modern-day Oklahoma. The map also shows the state's railroads and common roads.
 - **Citation:** Map of Georgia, 1855. From the Georgia Historical Society Map Collection, MS 1361-MP 083.

Classroom Resources:

- Online Exhibit: [Three Centuries of Georgia History: 18th Century- Trustee Georgia \(Early Maps of Georgia\)](#)
- GHS Schoolhouse: [How to Read and Learn from Maps](#)

Additional Resources:

- Online Articles and Activities
- [National Parks WebRangers Activity: Reading a Map](#)
- [National Geographic Map Skills for Elementary Students \(preK-6\)](#)
- [National Archives Map Analysis Worksheet](#)
- [Norman B. Leventhal Map Center at the Boston Public Library](#)

APPENDIX

Jimmy Carter



Citation: Jimmy Carter weighing peanuts on a farm, not dated. Courtesy of the Jimmy Carter Presidential Library and Museum.