

**October 29, 2013**

**CW: Fill in the Blank about the Period and create the graphic organizer about the Bill of Rights**

**HW: Make sure that you look into the topics that you have selected for NHD**

## **Essential Questions:**

**Why would the Americans want to make sure that the Bill of Rights were included in the Constitution?**

**Items Due Today: Fill in the Blank work sheet**

1. Why did the Trustees not want to have slaves in the colony of Georgia?
2. During the transition from trustees Georgia to the Royal Georgia the Georgians realized that slave labor was needed to make a profit. There were three cash crops that Georgia was trying to produce. Name one of them:
3. Why would a slave state like Georgia want to establish the 3/5 Compromise before signing the Constitution?

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## **Essential Questions:**

**Why would the Americans want to make sure that the Bill of Rights were included in the Constitution?**

**What impact did Abraham Baldwin have on the Constitution?**

**Items Due Today: Fill in the Blank work sheet and three topics that you are interested in for**

### **National History Day**

1. Yesterday we finished our sticky note assignment over the Bill of Rights. What was one of the Rights that Americans have according to the Constitution?
2. Why would states want the Bill of Rights?
3. What kind of impact did Nancy Hart, Elijah Clarke, and Austin Dabney have on the Revolutionary War in Georgia?

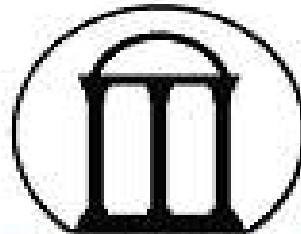
SS8H4 The student will describe the impact of events that led to the ratification of the United States Constitution and the Bill of Rights.

- b. Describe the role of Georgia at the Constitutional Convention of 1787; include the role of Abraham Baldwin and William Few, and reasons why Georgia ratified the new constitution.

# Abraham Baldwin



- Represented Georgia during the creation of the Constitution.
- Baldwin changed his vote at the last moment forcing a tie and a compromise .
- The Great Compromise = a two house Legislature  
( two separate groups of )  
people that make the laws



1 7 8 5

[http://www.gpb.org/georgiastories/stories/abraham\\_baldwin](http://www.gpb.org/georgiastories/stories/abraham_baldwin)

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# The University of Georgia

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# The Great Compromise

- Every State sends representatives to Congress to make laws. The more people you can send the more political power your state has.



Senate: 2  
Representatives  
per State

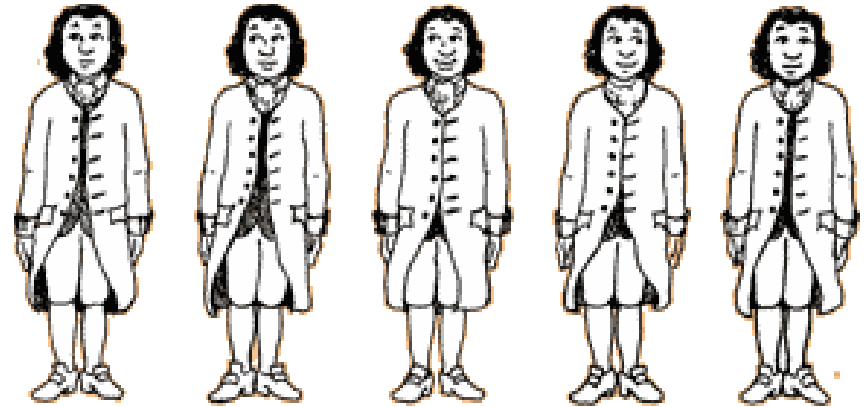


House of  
Representatives:  
based on  
population

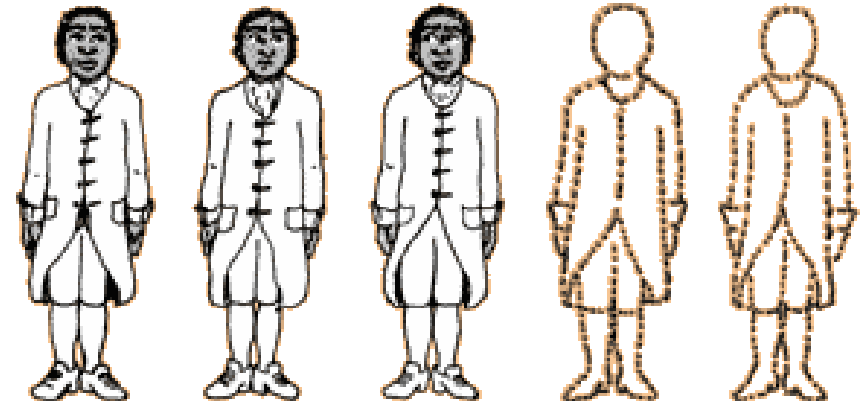
# 3/5 Compromise

- States like Georgia had less citizens than many of the older states, but they did have a large population of slaves.

- These states wanted the slave population to count toward representation before agreeing to this new government.



- 3 out of every 5 slaves counted toward national representation.





# Bell Ringer

- Match the Document with its Purpose or Outcome:

Declaration of Independence

Articles of Confederation

Georgia's Constitution

Constitution

Bill of Rights

a. Replaced the first national government and is still in effect today; created three branches of government

b. A document that says the that colonies, not the King, will run the American government.

c. This document is one of the reasons Georgia signed the Constitution; it guarantees that the government will protect 10 rights

d. Established the United States of America; this national government was weak and could not tax the states.

e. This document gave the majority of the political power to the legislative branch which restricted the governors

# Home Work

- Twitter Page Due soon.
- The letter or poster for a new government
- 3 topics that interest you for NHD

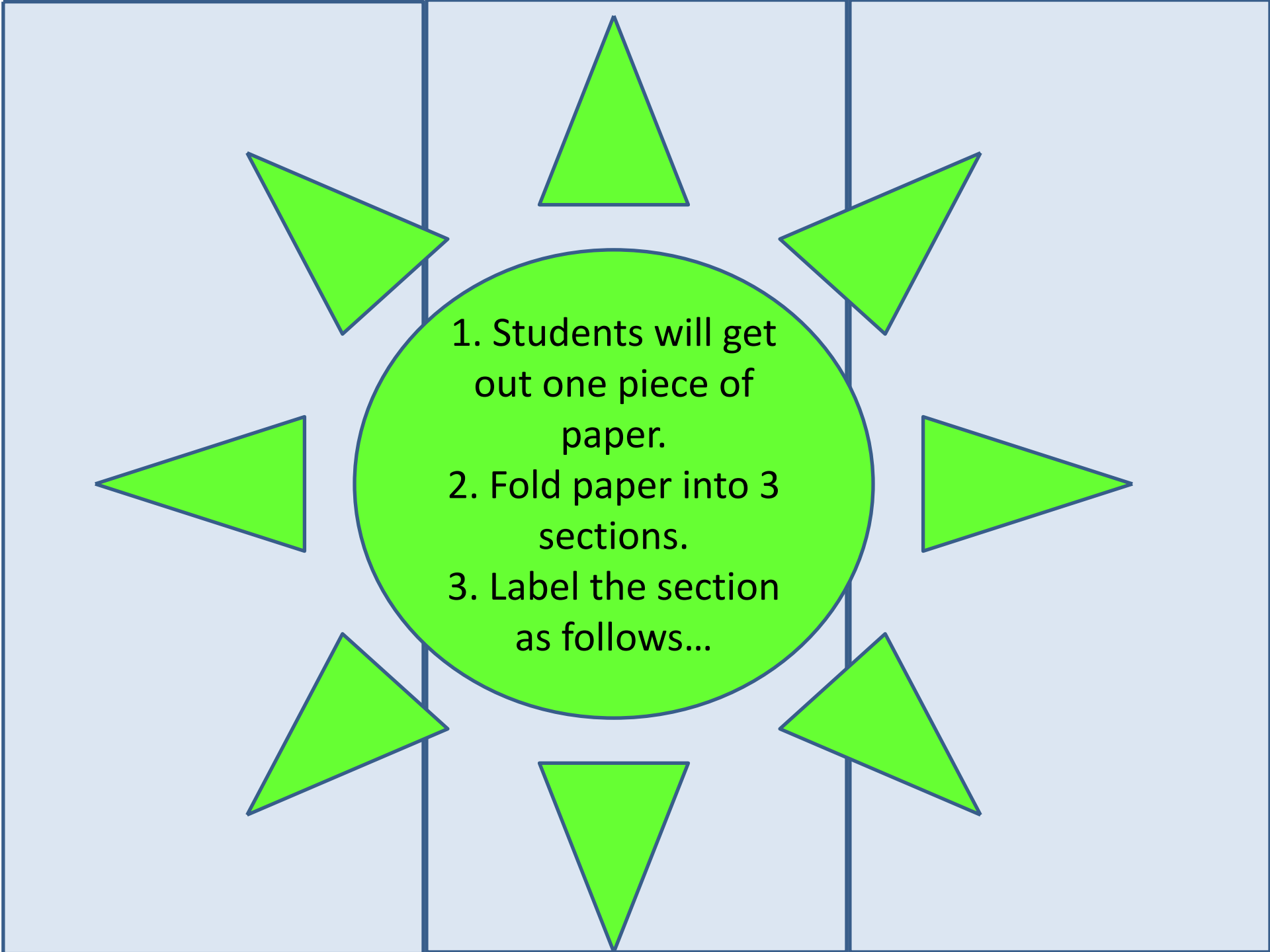


# **Unit 5: Georgia's Development and the Civil War**

- SS8H5 The student will explain significant factors that affected the development of Georgia as part of the growth of the United States between 1789 and 1840.

a. Explain the establishment of the University of Georgia, Louisville, and the spread of Baptist and Methodist churches.

1. Education: The University of Georgia
2. The New Capital: Louisville
3. Religion: Methodists and Baptists

- 
1. Students will get out one piece of paper.
  2. Fold paper into 3 sections.
  3. Label the section as follows...

## Education

1. Why was the University of Georgia established
2. Who established it?
3. What was its purpose?

## Religion

1. Write about the Second Great Awakening

### Methodists:

How did it spread?

### Baptists:

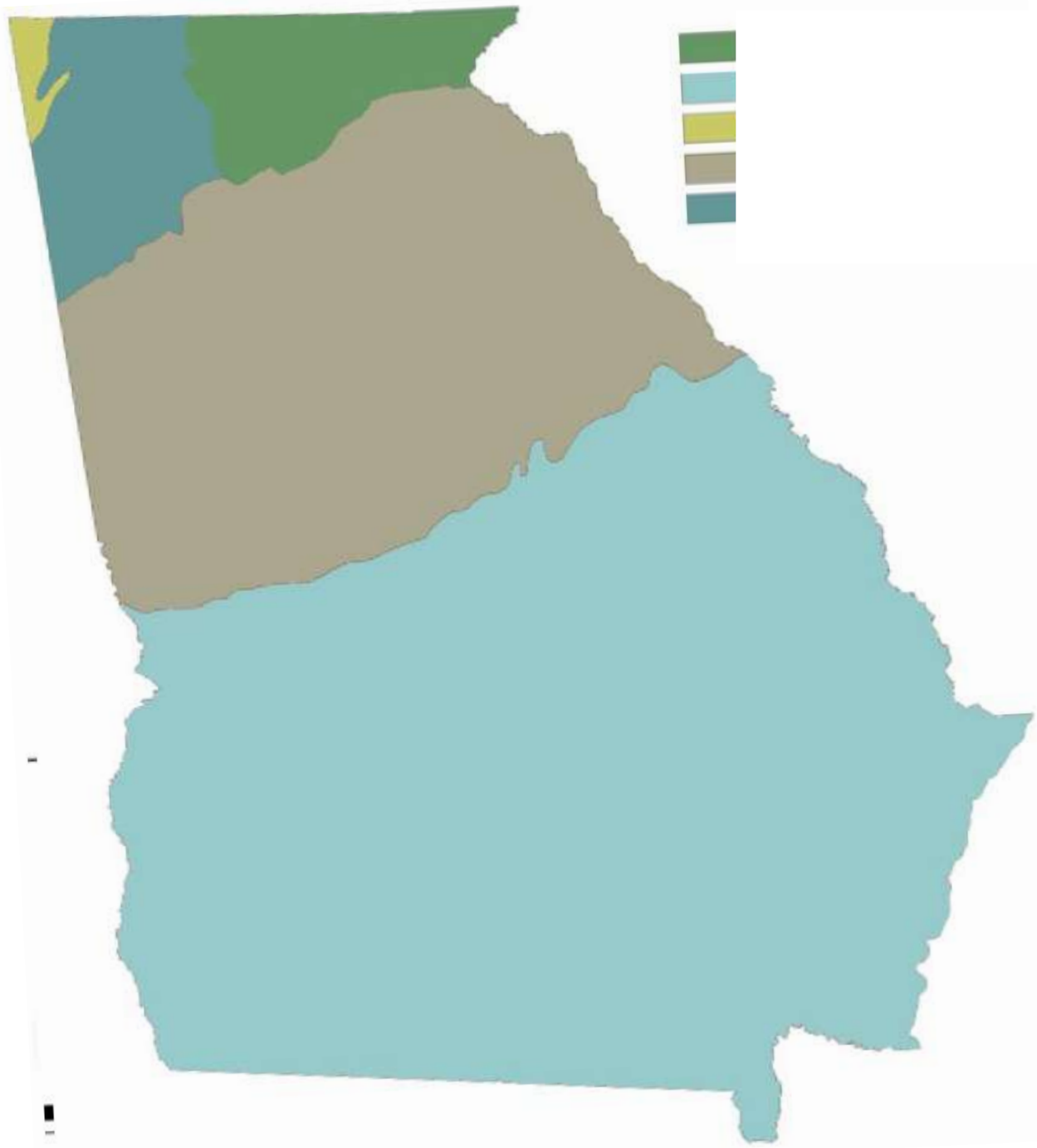
How did it spread?

## State Capital

1. Why did they put the new capital in Louisville?
2. Name two facts about the condition of Louisville:

# Bellringer

- Which two religious groups grew exponentially (really fast growth) in Georgia during this time?
  - Catholics
  - Methodists
  - Judaism
  - Baptists
- What were the two reasons Georgia signed the Constitution?
- This man created the University of Georgia, signed the Constitution (our current gov.), and is known for his vote in deciding the States' method of Representation also known as the Great Compromise.



# SS8H5 The student will explain significant factors that affected the development of Georgia as part of the growth of the United States between 1789 and 1840.

- a. Explain the establishment of the University of Georgia, Louisville, and the spread of Baptist and Methodist churches.
- b. Evaluate the impact of land policies pursued by Georgia; include the head right system, land lotteries, and the Yazoo land fraud.
- c. Explain how technological developments, including the cotton gin and railroads, had an impact on Georgia's growth.
- d. Analyze the events that led to the removal of Creeks and Cherokees; include the roles of Alexander McGillivray, William McIntosh, Sequoyah, John Ross, Dahlonega Gold Rush, Worcester v. Georgia, Andrew Jackson, John Marshall, and the Trail of Tears.



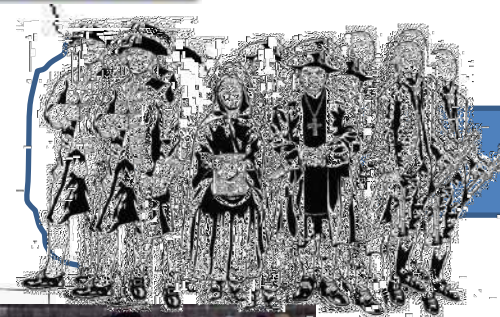
# BellRinger

- How were the Baptist and Methodist able to spread their religion across Georgia?
- Name one method that the Georgians used to distribute land during this time.
- What document was the United States first government?

# ELT

- Open to page 58 in the paperback test prep book.
- Read about the cotton gin and the Railroads
- Answer questions 160-166
- After each answer write the sentence that you read to determine the correct answer.

Head Right System



# Land Policies

- After the Revolutionary War Georgians wanted to start settling past the Appalachian Mountains as the king's soldiers could no longer prevent this from happening.
- Under the Headright system the heads of families were given huge plots of land out west.

# Yazoo Land Fraud

- Georgia was left with a weak military after the war.
- Georgia was entitled to lands west to the Mississippi River and wanted to protect its settlers as there was no real army to do so.
- The governor wanted to sell a lot of these lands to wealthy companies to provide jobs and protection for these settlers.
- However many bribes took place giving huge plots of land to the wealthy.

# Land Lotteries

- After the Yazoo Land Fraud Georgia began to have lotteries to determine who could purchase the remaining lands.
- These people could purchase the land for 7¢ an acre.
- This meant that ordinary Georgians could own their own land and make a profit from growing crops .

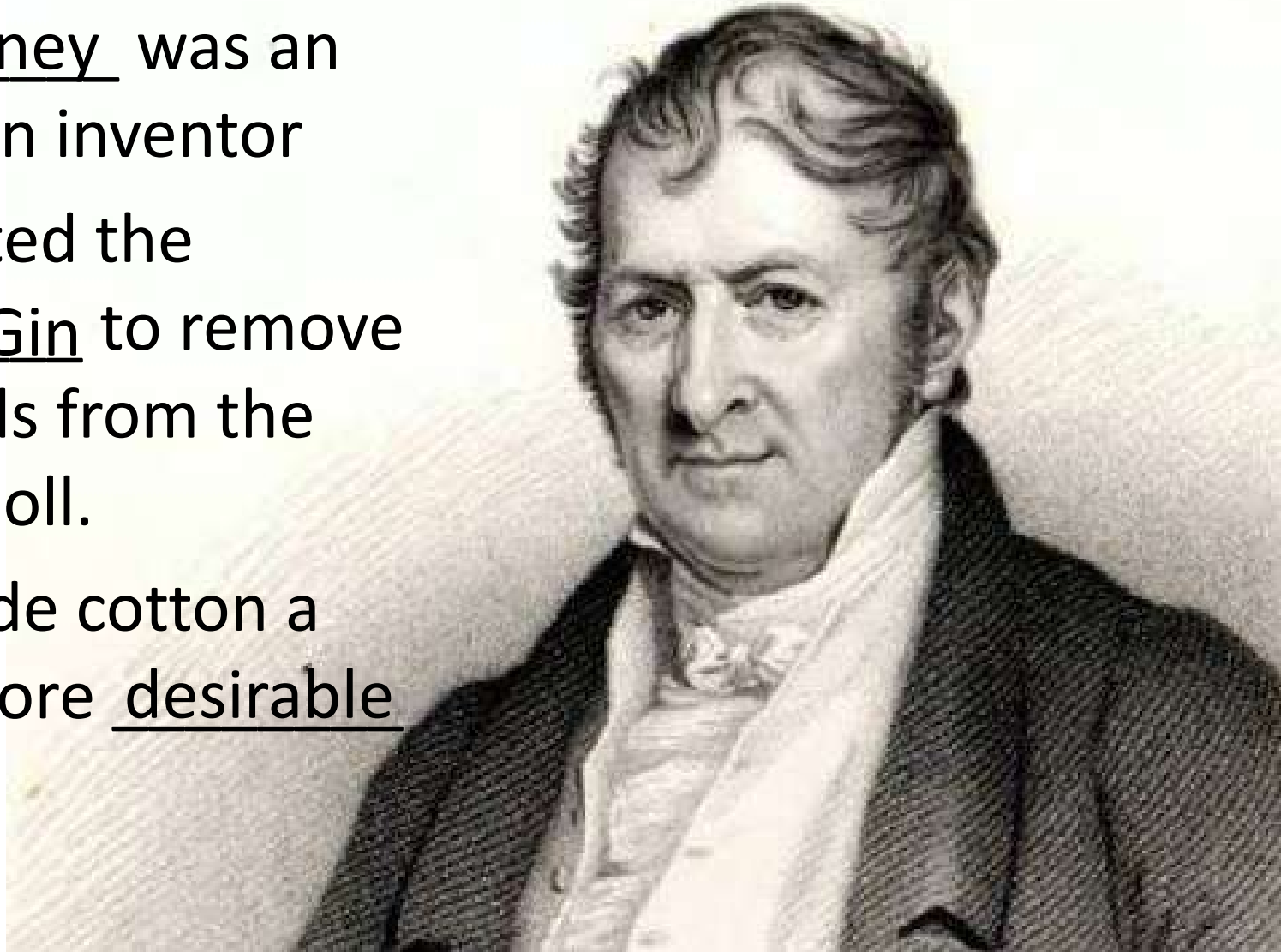
# Yazoo Land Fraud



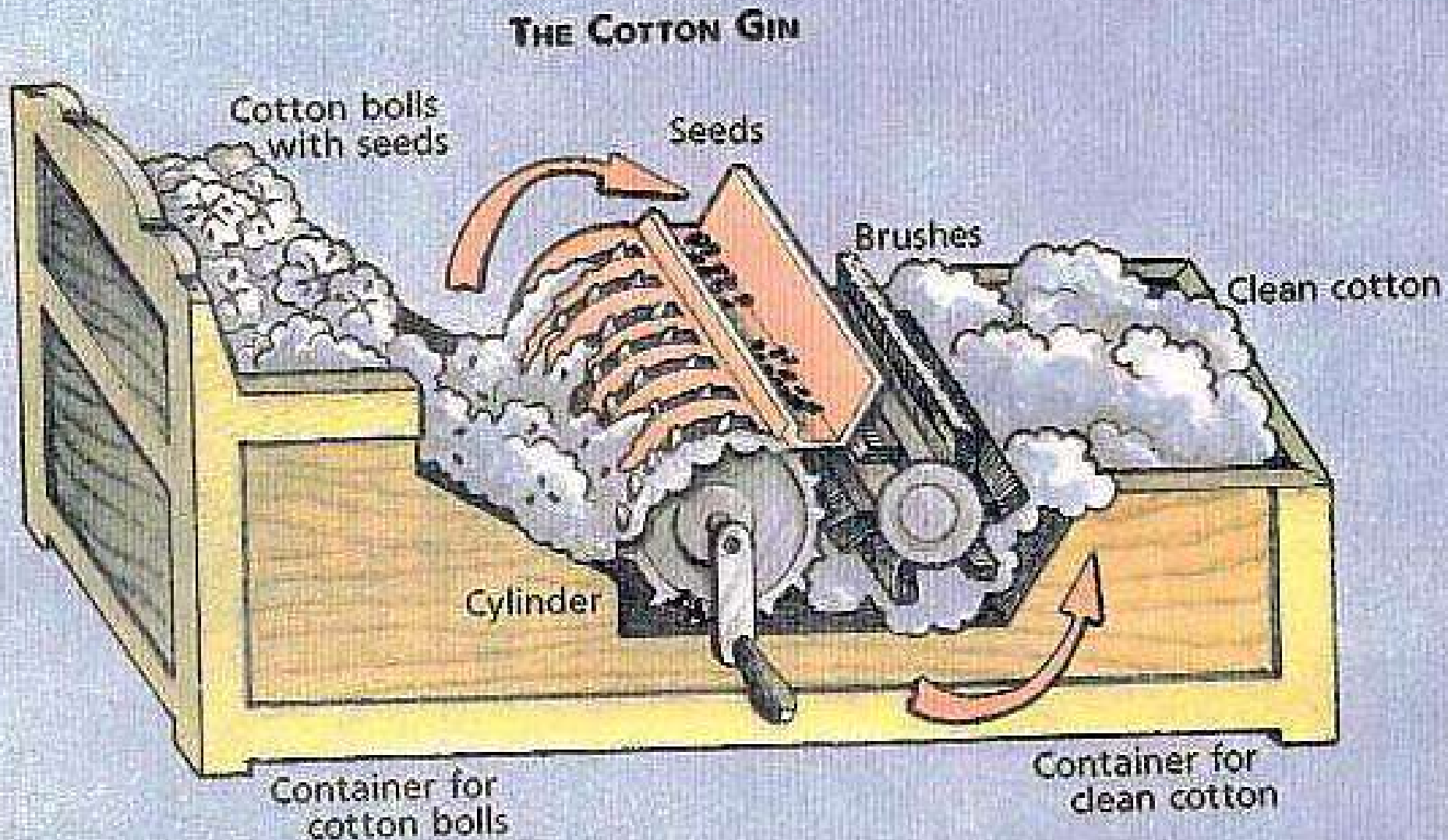


# Eli Whitney and the Cotton Gin

- Eli Whitney was an American inventor
- He created the Cotton Gin to remove the seeds from the cotton boll.
- This made cotton a much more desirable crop.



This process made it easier to use cotton.

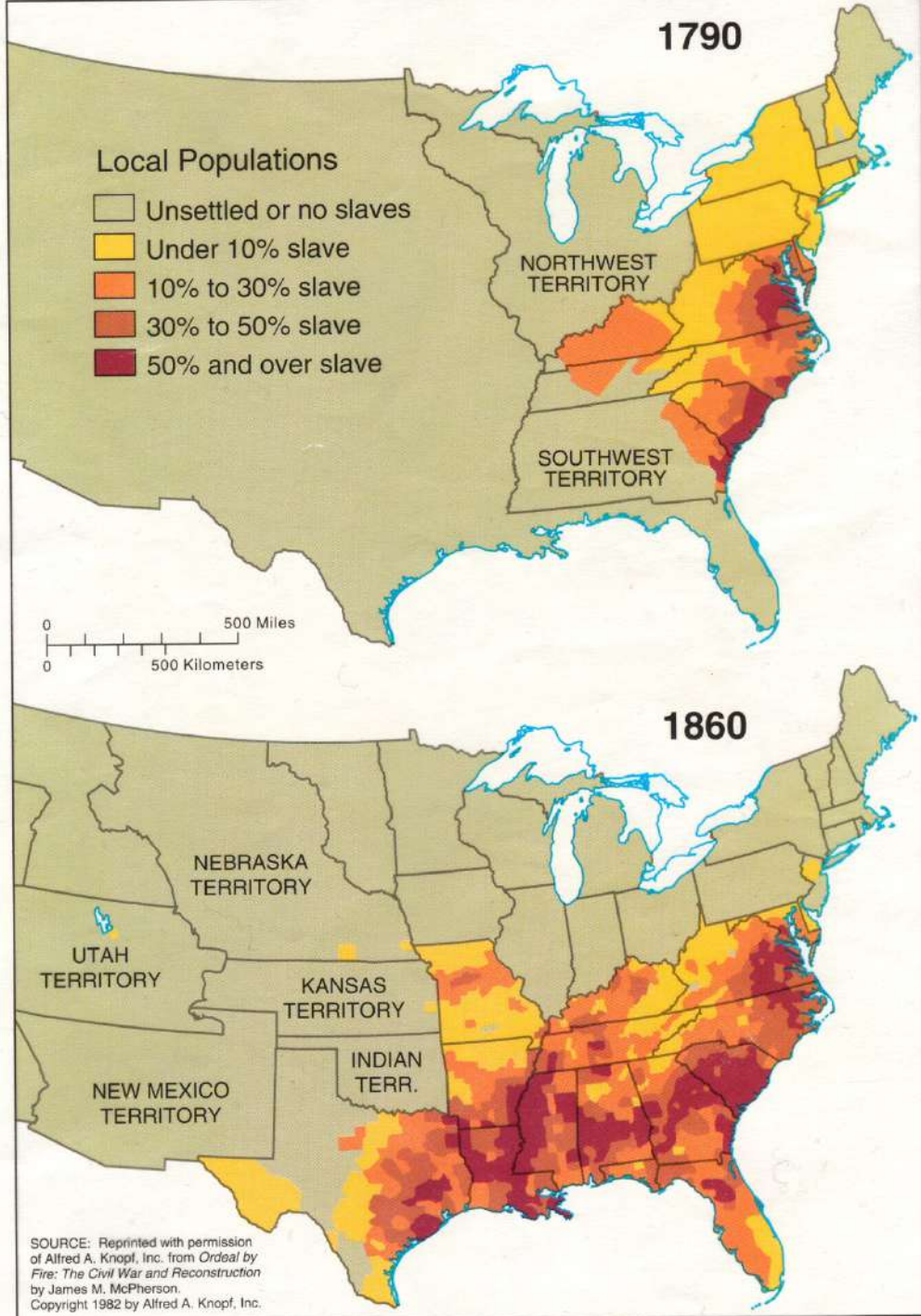


- Because cotton was desired Georgian land owners began to purchase more slaves.
- With more citizens owning land now more labor was required to harvest this product.



# Map skills

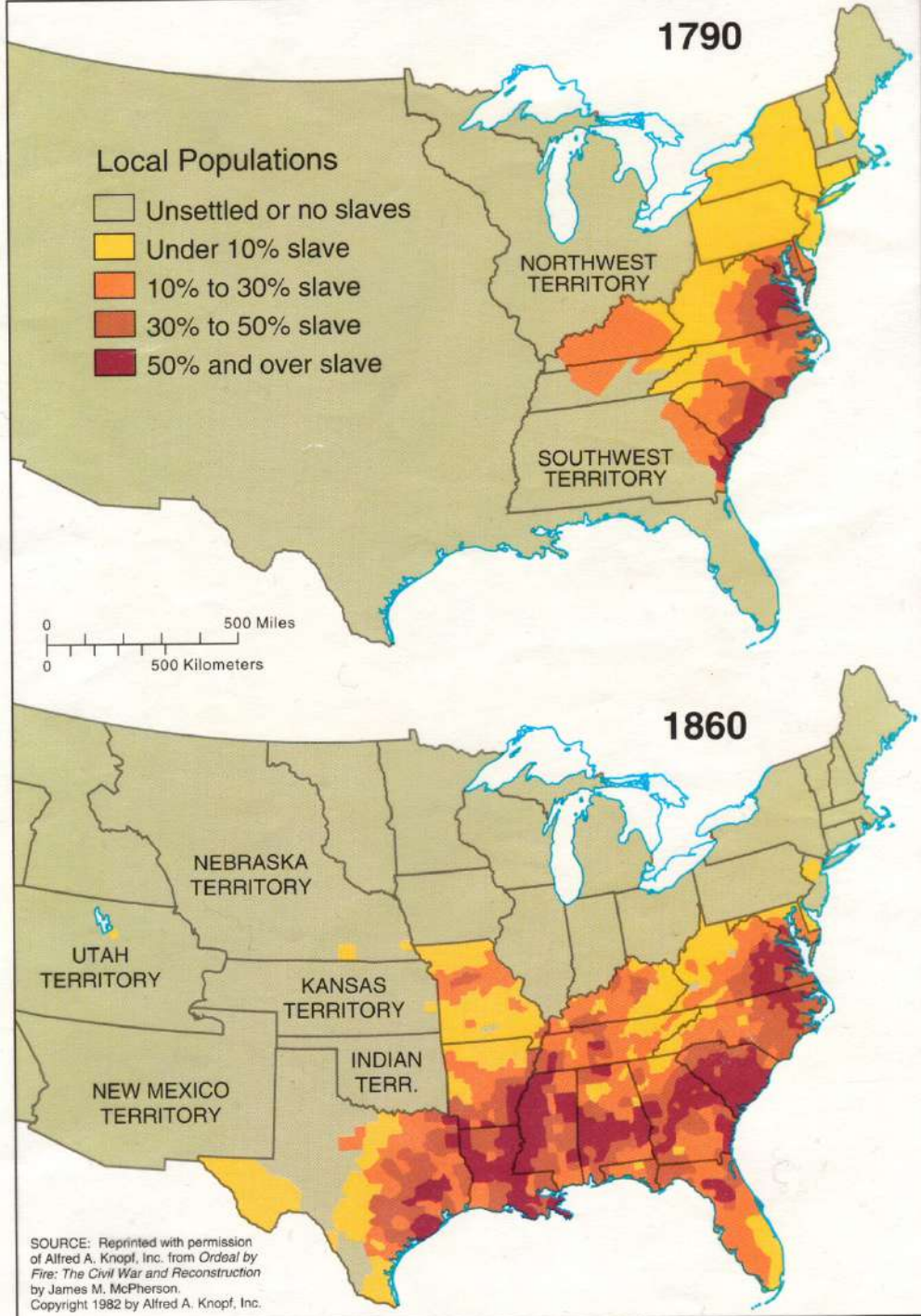
1. What region am I looking at?
2. What is the title of the map?
3. What is the Purpose of the map?



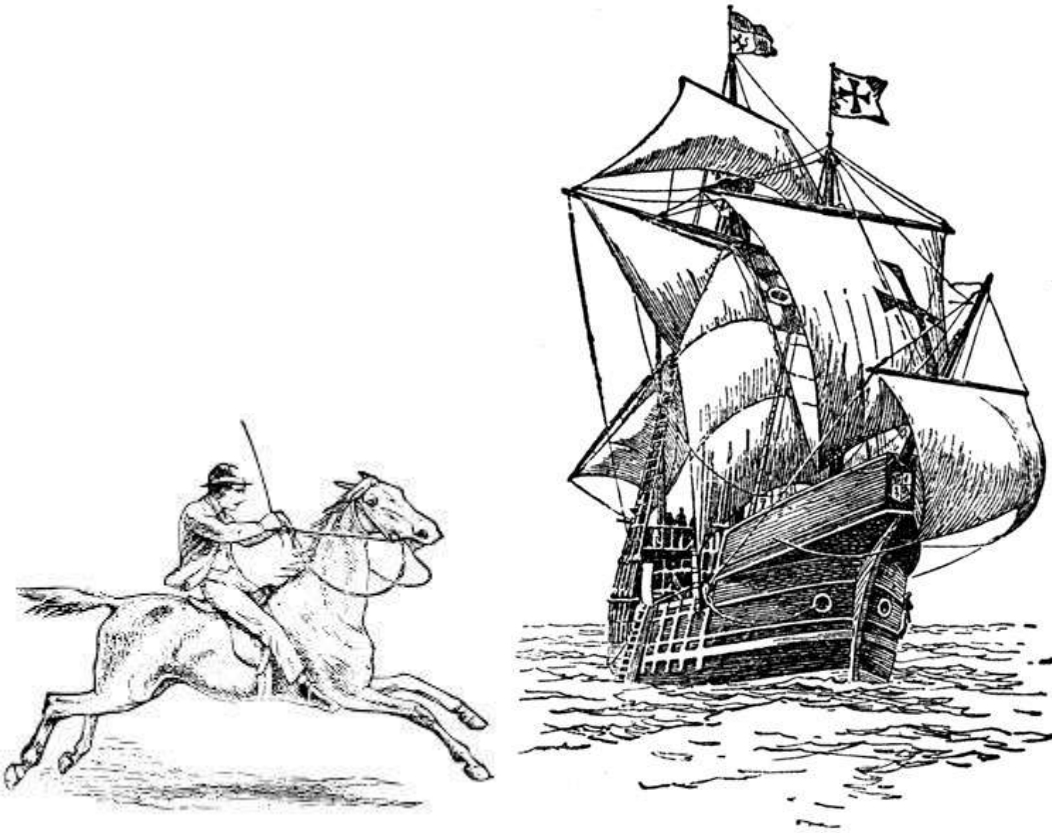


# Map Skills

- What are the years of these two maps?
- What does our key tell us?
- Which map came first?
- What kind of population change occurs in 1860?
- Name one state that no longer has slavery during 1860



# Horses, Boats, and Trains



# Railroads

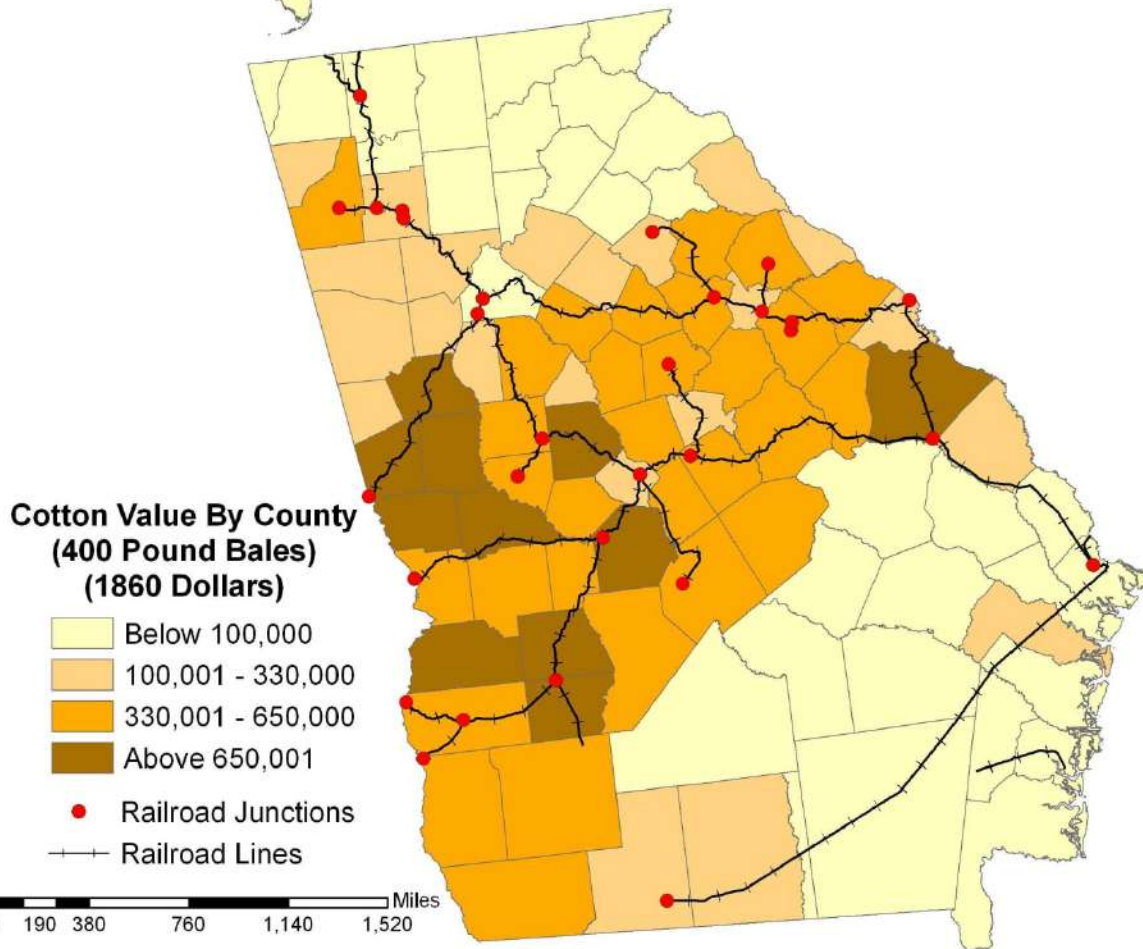
- Georgia originally relied on horses to carry products from town to town.
- After the Georgians began to spread out they began to rely more on canals, river ways, and ships to ship goods.
- With more Georgians moving west away from the rivers railways and trains became necessary to send products around the State.



## Detailed Area



## Georgia Cotton Production (1860)



1. What region am I looking at?
2. What is the title of the map?
3. What does the key tell you?
4. What is the Purpose of the map?

# Classwork/Homework

- Use the Before and After graphic organizer to show the impact the cotton gin and the railroads had on the growth of Georgia during this time period.

# Bellringer

1. What kind of impact did the creation of the cotton gin have on the slave population in the United States?
2. Why did the southern states have more slaves than the north?
3. Describe how and why people were moving west into the frontier of Georgia.
4. What is your understanding of the Yazoo land Fraud?

# HOMework

- TURN IN THE FOLLOWING:
- Twitter Page
- Georgia Land Changes Map
- Before and After Graphic Organizer of Cotton Gin and the Railroads
- Also determine which of the subject projects you want to do or Mrs. Harris and I will choose for you.

# Bellringer

1. How did Railroads impact Georgia?
2. What are the Bill of Rights?
3. Name 2 of the 3 important things Abraham Baldwin did.

# Bell Ringer

Matching:

1. Head Right System-

2. Yazoo Land Fraud-

3. Land Lotteries-

a. Exchange of land that deals with bribery and corruption.

b. Georgians had a chance to gain land

c. Land given out based on the number of people brought by the Head of the house hold.

Which one of these was not a method of spreading Christianity during this time?

- a. Missionaries
- b. Conventions
- c. Revivals
- d. Airplanes

SS8H5 The student will explain significant factors that affected the development of Georgia as part of the growth of the United States between 1789 and 1840

- d. Analyze the events that led to the removal of Creeks and Cherokees; include the roles of Alexander McGillivray, William McIntosh, Sequoyah, John Ross, Dahlonega Gold Rush, Worcester v. Georgia, Andrew Jackson, John Marshall, and the Trail of Tears.

# Trail of Tears National Historic Trail

- Here are my expectations during the movie clip:
  - You will use the guided notes to keep up with the details.
  - You can enjoy the film, but you must remain quiet as others will surely want to watch it without your constant commentary.
  - During intermission we will reflect on what we have learned.

<http://www.youtube.com/watch?v=7LSkfmCj8Jg>



# Sequoya

## CHEROKEE ALPHABET



SNOW  
gu ti ha



RAIN  
a ga sga



- This Cherokee man created the Cherokee Syllabary which allowed the Cherokee to create a constitution and

DAY  
i ga



CHIEF  
u gv wi yu hi

u ka



RIVER  
u we yv i



MOUNTAIN  
o da lv i



TOWN  
ga du hv i



CHILD  
a yoh li



HORSE  
so gwi li

"v" sound is "u" as in "but"



BIRD  
jis gwa



FISH  
a ja di



WISDOM  
ak to v his di

# Chief John Ross

- This Cherokee Chief argued the *Worcester v. Georgia* case in front of the US supreme court.
- He wanted to make sure that the Cherokee lands remained under Cherokee control.



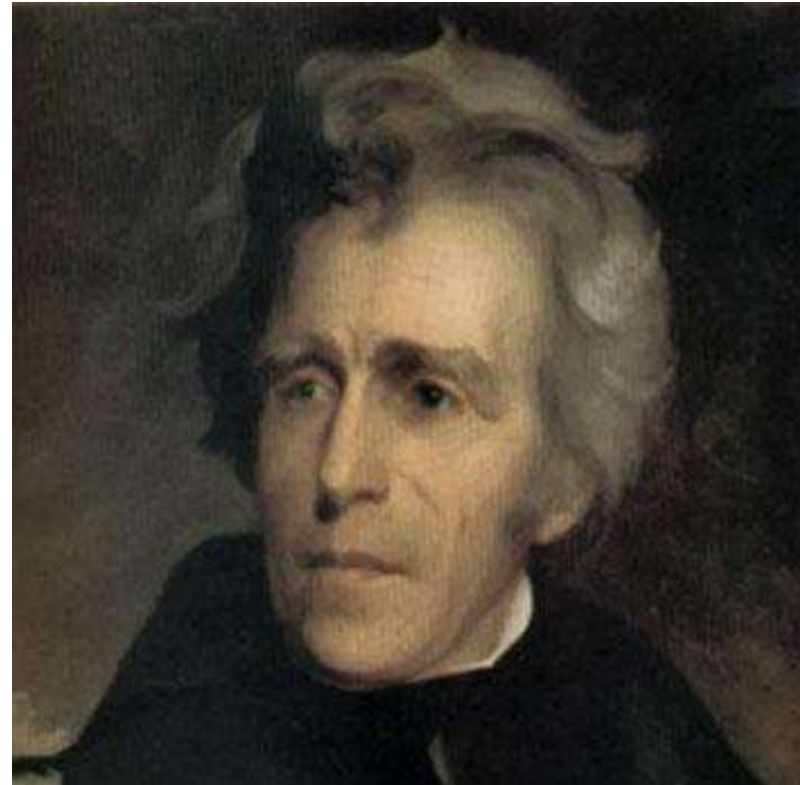
# Chief Justice John Marshall

- John Marshall ruled that *“The Cherokee nation, then, is a distinct community, occupying its own territory, with boundaries accurately described, in which the laws of Georgia can have no force, and which the citizens of Georgia have no right to enter.”* Meaning that Georgia could not force the removal of the Cherokee.



# Andrew Jackson

- Although the Supreme Court ruled that the State had no jurisdiction in the Cherokee lands, President Andrew Jackson ordered the removal of the Native Americans from their lands.





CHEROKEE



CHOCTAW



MUSCOGEE  
(CREEK)



CHICKASAW



SEMINOLE



Trail of Tears National Historic Trail ●●● Land Route — Water Route — Other Major Routes

# Bell Ringer

1. What positive effect did Sequoya's Syllabary have on the Cherokee people?
2. Both Chief John Ross and Chief Justice John Marshall were involved in the Worcester v Georgia Case. Was this a good thing for the Cherokee or a bad thing?
3. What was Andrew Jackson's role in the removal of the Native Americans?

# Ticket Out the Door

1. Which two individuals were involved in the Worcester v. Georgia Case?
2. Which Individual was killed because he signed away Creek lands without the permission of his fellow Creek
3. This US President forced the Native Americans off their land with the Indian Removal Act.
4. This is the path that the Native Americans were forced to travel.
5. What kind of Impact did the Delonaga Gold Rush have on the Native Americans?



SS8H5 The student will explain significant factors that affected the development of Georgia as part of the growth of the United States between 1789 and 1840

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# Classroom Assignments

- On a single piece of paper students will do all of the following:
- Create a Wanted Poster for McIntosh
- Create a compare and contrast chart to compare the Creek to the Cherokee.
- Use the standard cut outs to form a flow chart and then write about it on that paper.

POSTED BY THE MILLER STREET SHERIFF, MARCH 8TH, 2008

# WANTED



William McIntosh

IS STILL AT LARGE

 **\$1,000 REWARD!**

WILL BE PAID FOR THE APPREHENSION OF THE NAMED PERSON LISTED ABOVE, IN ADDITION TO ANY REWARD OFFERED BY EXTENDED FAMILY MEMBERS.

**LIBERAL REWARDS** WILL BE PAID FOR ANY INFORMATION THAT SHALL CONDUCE TO THE ARREST OF THE ABOVE NAMED CRIMINAL OR THEIR ACCOMPLICES.

ALL PERSONS HARBORING OR SECRETING THE SAID PERSON, OR AIDING OR ASSISTING THEIR CONCEALMENT OR ESCAPE, WILL BE TREATED AS ACCOMPLICES AND SHALL BE SUBJECT TO TRIAL BEFORE A FUN FILLED BIRTHDAY PARTY AND THE PUNISHMENT OF FUN.

1

## Wanted Poster

- Create a wanted poster for William McIntosh and Alexander McGillivray
- Must include the following:
- Image of the man
- Why he is “wanted dead or alive”
- The reward amount

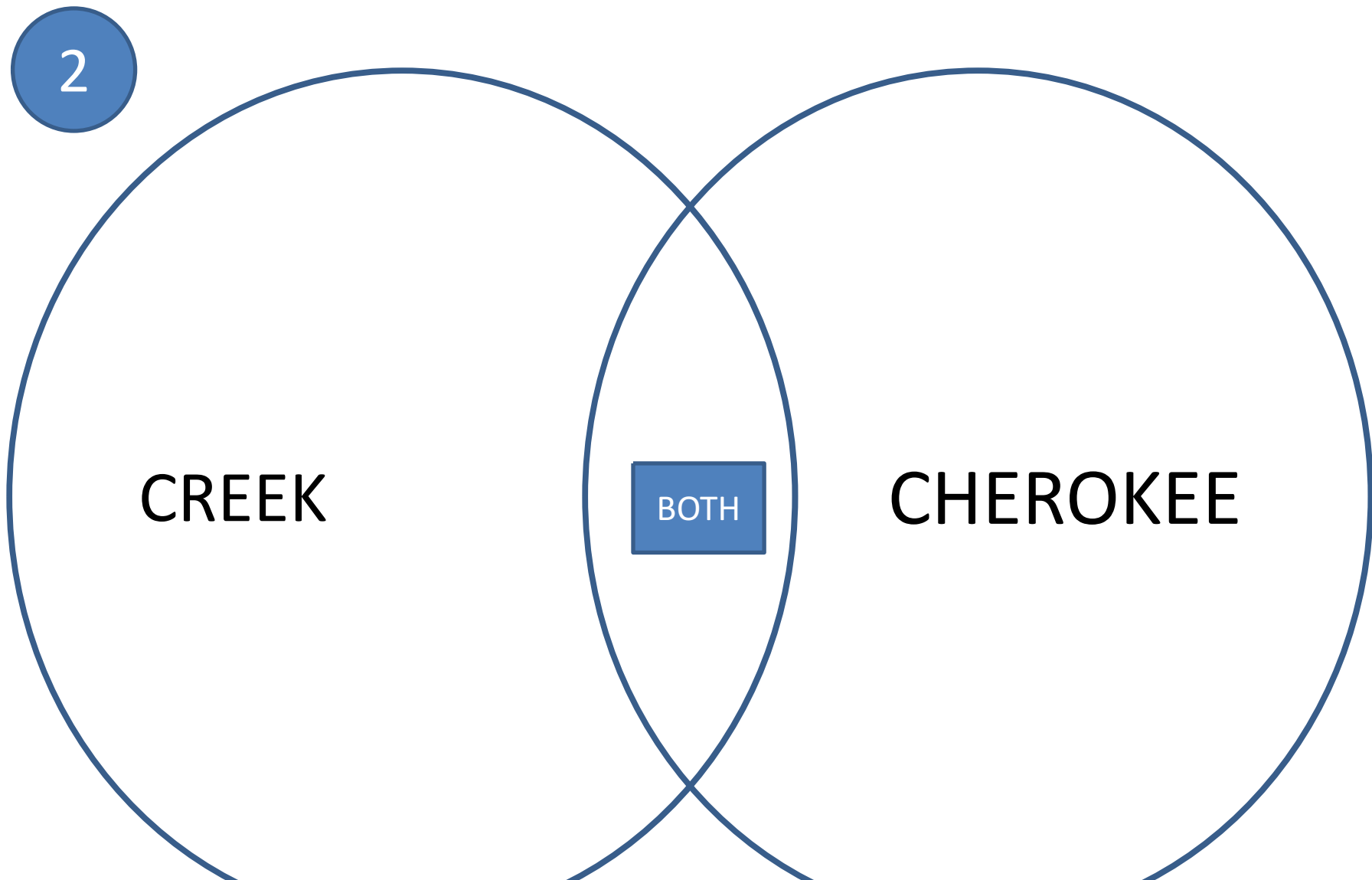
Alexander McGillivray, William McIntosh, Sequoyah, Treaty of New York, John Ross, Dahlonega Gold Rush, Worcester v. Georgia, Andrew Jackson, John Marshall, and the Trail of Tears.

2

CREEK

BOTH

CHEROKEE



# Flow Chart

Alexander McGillivray, William McIntosh, Sequoyah, Treaty of New York, John Ross, Dahlonega Gold Rush, Worcester v. Georgia, Andrew Jackson, John Marshall, and the Trail of Tears.

- Use the cut outs to create a flowchart.

Step 1: Clear your desk and place cut outs on desk.

Step 2: Students will rearrange the images provided so that they connect with one another.

Step 3: Students will show Mr. Barfield their work and then write a short story of the flow chart they created.

Step 4: Underline all of the terms that you used to prove that you have done the work.

# ELT

- Students will use the reading to answer the following.
- 1. If you are a Cherokee, How do you feel about Andrew Jackson and the Dahlonega Gold Rush?
- 2. If you are a settler how do you feel about Andrew Jackson and the Indian Removal Act?

# Bell ringer

1. What two Native American tribes are forced out of Georgia during the Indian Removal Act?

2. What was the conclusion of the Worcester v Georgia case? This was the case that both Chief Johns were involved in (John Ross and John Marshall)

- a. Native Americans should give their lands to the State of Georgia
- b. Cherokee are their own sovereign nation
- c. Airplanes

3. What was Georgia's Third Capital?



# Bellringer

1. Sequoya
2. John Ross
3. John Marshall
4. Alexander McGillivray
5. William McIntosh
6. Andrew Jackson

- a. This dude is known for killing some Georgia Settlers that trespassed onto his land. He was then made to sign the Treaty of New York which gave away a lot of Creek lands.
- b. This individual is known for creating the Cherokee written language
- c. This dude was brutally killed because sold Creek lands without the permission of his people.
- d. This guy enforced the Indian Removal Act despite the Worcester v Georgia case
- e. This was the Cherokee Chief that was involved in the Worcester v Georgia case
- f. This was the Chief Justice of the Supreme Court during the Worcester v. Georgia case



# Participation

- Name of Group Member 1/10
- Name of Group Member 1/10
- Name of Group Member 1/10
- Name of Group Member 1/10

# Recap...

