

Georgia's Antebellum Period

LESSON PLAN

4th Grade American History and 8th Grade Georgia Studies

I. PURPOSE: to Understand the Antebellum Period and Slavery in Georgia

II. Read the following paragraph as a class, individually or in a group.

James Oglethorpe, the founder of the colony of Georgia, hoped to center the colony around middle class farmers, using indentured servants instead of slaves. However, the hard work of clearing the land made many of these indentured servants flee to South Carolina and Florida. Planters called for the importation of slaves. The state's ban on slavery was lifted in 1751. At this time, there were 1,000 slaves in Georgia. By 1776, there were 16,000.

When Roswell King moved from the coastal town of Darien, Georgia to Roswell, he brought slaves with him to help construct the Roswell Mill. Because of the hard work and construction knowledge of African slaves, the textile industry boomed along the Fall Line. Work conditions were often terrible for the slaves. In addition to the grueling labor of clearing river land, digging ditches, and planting seeds, enslaved people had to face the threat of diseases like yellow fever and malaria. The houses that enslaved people lived in often reflected the cultures and traditions of Africa. When enslaved people arrived at plantations, they were often required to build their houses themselves using available materials. They continued to build houses that reflected the traditional building styles of Africa, in order to honor their heritage. Space in these houses was limited. Large families often created sleeping lofts. The hearth was used for cooking, heat, and light.

II. KNOWLEDGE LEARNED: By studying these topics students will understand:
*The struggles and accomplishments of the people of Georgia during the Antebellum period of Georgia.

III. GEORGIA PERFORMANCE STANDARDS

SS4H7 The student will understand the main ideas of the abolitionist movement.

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.

SS8H6 The student will analyze the impact of the Civil War and Reconstruction on Georgia.

SS8RC1 Students will enhance reading in all curriculum areas by:

c. Building vocabulary knowledge

d. Establishing context

Students will use the Information Processing Skills: 11, 12 & 16

IV. NCSS THEME MATCHES:

Theme I: Culture; Theme II: Time, Continuity and Change; Theme IV: Individual, Identity, and Development; Theme V: Individuals, Groups, and Institutions, Theme VI: Power, Authority, and Governance; Theme X: Civic Ideals and Practices

V. INSTRUCTIONAL STRATEGIES: paired reading from secondary sources, collaborative learning

VI. LESSON OBJECTIVES: Students will learn about the information presented in the standards and will be able to explain the key issue and event that led to the Civil War; including slavery.

VII. REQUIRED MATERIALS: pen/pencil, information from Roswell CVB's Cotton Mill website, and downloadable brochure.

VIII. ADDITIONAL MATERIALS: Research books on Coastal Slaves and life on a cotton plantation

(students may wish to research cotton for a comparison)

DAY 1 PROCEDURES:

***Essential Question: “What was life like on a cotton plantation in Georgia?” “What was life like in a mill town in Georgia?”**

*In a group have the students read the brochure about the Roswell Mill. Individual Reading: Resource reading of the difference between life of a plantation owner and life of a slave and the life of a textile worker.

*Have students fill in the Plantation Vs. Slave Vs Textile Worker Chart.

