

OUR STATE  
*and* OUR NATION

# Georgia Studies

UNIT **3**





# Colonial Georgia

1732 - 1776

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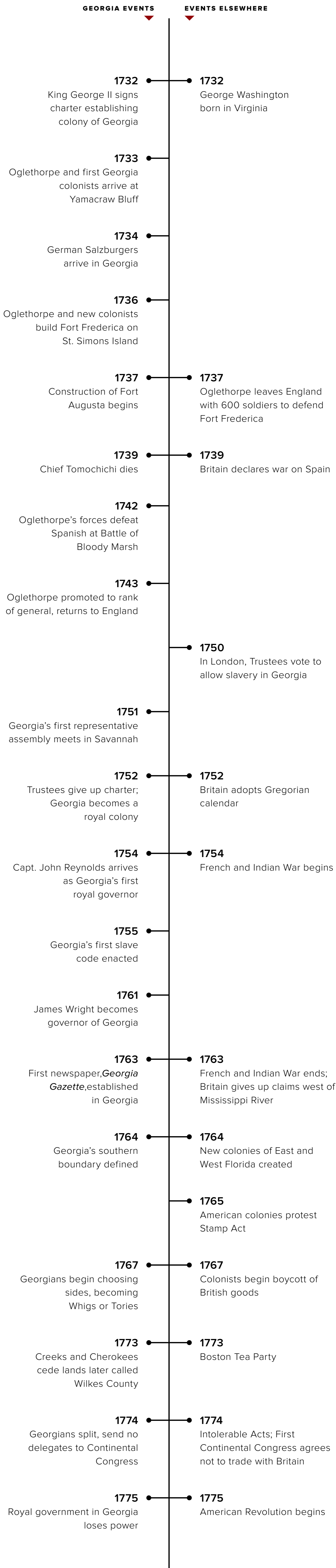
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# Chapter 6

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### Analyze the colonial period of Georgia's history.

- Explain the importance of the Charter of 1732, including the reasons for settlement (philanthropy, economics, and defense).
- Analyze the relationship between James Oglethorpe, Tomochichi, and Mary Musgrove in establishing the city of Savannah at Yamacraw Bluff.
- Evaluate the role of diverse groups (Jews, Salzburgers, Highland Scots, and Malcontents) in settling Georgia during the Trustee Period.
- Explain the transition of Georgia into a royal colony with regard to land ownership, slavery, alcohol, and government.
- Give examples of the kinds of goods and services produced and traded in colonial Georgia.

## SS8E2

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### Evaluate the influence of Georgia-based businesses on the State's economic growth and development.

- Evaluate the economic impact of various industries in Georgia including agricultural, entertainment, manufacturing, service, and technology.





James Edward Oglethorpe watches over visitors in Savannah's Chippewa Square. This well-known sculpture was done by Daniel Chester French and placed in the square in 1910.

## CHAPTER 6

### AT FIRST GLANCE

This chapter describes Georgia's founding as the 13th American colony by James Oglethorpe and the trustees. The major reasons for its founding are presented. The chapter traces the struggles of the trustee colony and its eventual decline. The beginning of self-government under rule as a royal colony is covered along with an analysis of the effect on Georgia of the French and Indian War and the resulting peace treaty.

## The Founding of Georgia

[Georgia Is Created](#)

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**In the year 1696, Eleanor and Theophilus Oglethorpe celebrated Christmas in England with their new baby son, James Edward Oglethorpe. The last of 10 children, James would prove to be the most famous of the Oglethorpes of Surrey County, England.**

At age 25, James Oglethorpe was elected to **Parliament**<sup>1</sup>, the national legislature of **Great Britain**<sup>\*</sup>. There he learned about the many problems facing his country. The British were having hard times at home, especially in their cities and towns. There were not enough jobs, and many people were in debt. Those who couldn't pay their debts were often thrown into prison. As a result, London's jails were overcrowded with thousands of unfortunate debtors.

Convinced that something had to be done, Oglethorpe became a leader in Parliament for prison reform. As a result of his work with a jails committee, many debtors were released from prison. They joined other homeless, hungry people in London who could not find work.

Wanting to help even more, Oglethorpe met with John Percival, an influential member of Parliament who had served on the jails committee. Why not ask the king for a new colony in America and allow released debtors and other unfortunate poor to be sent there on charity? Percival agreed, so they asked King George II for a grant of land south of the Carolina frontier. In his honor, they proposed that it be called Georgia.

<sup>\*</sup> Great Britain - In 1707, England and Scotland united to form Great Britain. The agreement allowed each country to keep its name and boundaries, but the national government would be called "British"—not "English."



# Vocabulary

- 1 **Parliament** - The national legislature of Great Britain.



# Georgia is Created

On June 20, 1732, Georgia received its official charter. This important legal document, issued by the British government, specified the colony's boundaries, its form of government, the powers of its officials, and the rights of its settlers.

According to its charter, Georgia had three purposes:

- 1 Charity\*:** To help relieve poverty and unemployment in Britain. Georgia was seen as a home for the “worthy poor”—particularly those crowding the streets of London.
- 2 Economics:** To increase Britain's trade and wealth. Georgia would fit neatly into the mercantile system, providing needed agricultural products while serving as a valuable market for British goods.
- 3 Defense:** To provide South Carolina with a buffer against Indian attacks.

\* Charity - The charter of 1732, establishing Georgia as a trustee colony, was founded largely on General Oglethorpe's idealistic intention of bringing “many of our poor subjects” to Georgia “to extend our fatherly compassion even to the . . . most unfortunate of our people.” Initially, Georgia's trustees adopted the Latin motto, “Non sibi sed aliis” or “Not for self, but for others.” The idea of helping those less fortunate was known at the time as “charity” or “relief.” Today we more commonly refer to these actions as “philanthropy” or “humanitarian giving.”

Although the charter did not refer to the threat of Spanish or French forces, its backers clearly saw Georgia as a buffer against that threat.

Though not stated in the charter, religion was a fourth reason for Georgia's creation. England saw the new American colony as a home for Protestants being persecuted in Europe.

European nations commonly had an official state religion. The Anglican Church, a Protestant body, was the Church of England. For Spain and France, the official church was Roman Catholic. Unfortunately, Catholics and Protestants had problems getting along with each other, and religious differences in Europe carried over to the New World.

Georgia's charter did not impose an official church for the colony, and persons coming to Georgia would be free to worship as they pleased. The charter's guarantee of



▲ King George II issued Georgia's charter in 1732.



freedom of religion, however, specifically excluded Catholics because of the threat of Spanish (and Catholic) Florida to the south.

English concerns about Catholic Florida were further heightened because Florida had a policy of giving freedom to any English slave who would convert to Catholicism. Some South Carolina slaves did escape, converted, and became Spanish subjects. Thus, white Carolina colonists were happy to see a new English colony to their south. Maybe this would stem the number of slaves escaping to Florida. Also, Georgia's existence would make it more difficult for former slaves living in Florida to return and spark a slave rebellion.

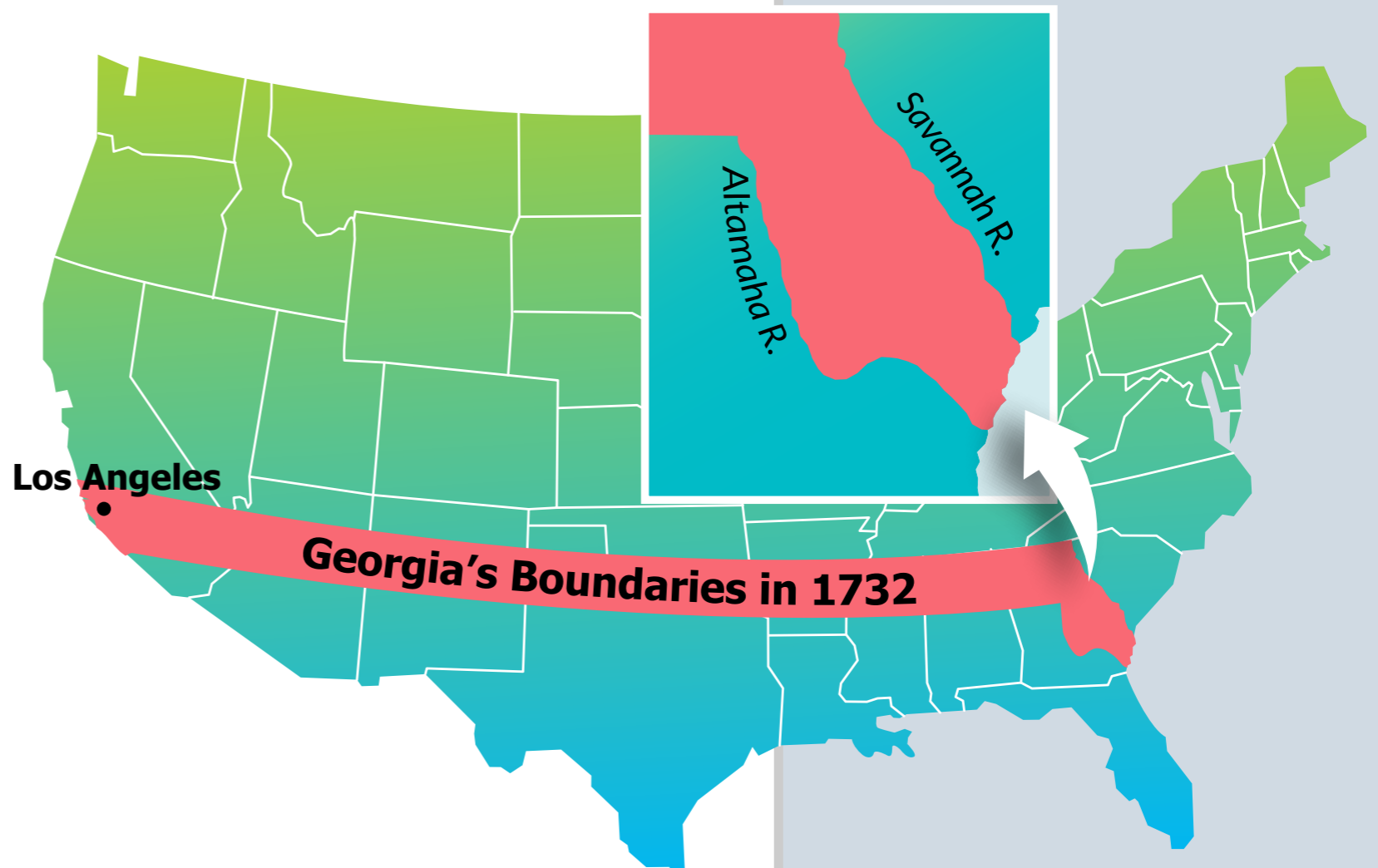
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### GEORGIA'S BOUNDARIES

At the time of Georgia's creation, South Carolina had no settlements south of

the Savannah River. Thus, that river was selected as Georgia's northern boundary. The Altamaha River—the largest river on Georgia's coast—would be its southern border. At the head of each river, a line would be drawn due west to

If Georgia included all the land assigned to it when chartered in 1732, the city of Los Angeles would be our state's largest city. Name the present-day states that would be part of Georgia.





the Pacific Ocean. On paper, Georgia stretched across the entire continent of North America.

Spain and France protested Britain's attempt to colonize an area that they also claimed. Britain, however, pointed out that Spain long ago had withdrawn its missionaries and soldiers from the region. For the time being, neither Spain nor France was in a military position to challenge the new colony of Georgia. ■

## LOCATING *the* MAIN IDEAS

- 1 Define:** Parliament
  - 2 Identify:** John Percival, King George II, Georgia's Charter of 1732
  - 3** What events led Oglethorpe to propose the creation of a new colony?
  - 4** What four things did Georgia's charter specify?
  - 5** Which religious group was specifically excluded from coming to the new colony of Georgia? Why?
-



# Georgia as a Trustee Colony

For the first two decades, the new colony of Georgia was unlike any other American colony. Clearly, it was not a joint-stock colony like Virginia. Nor was it a royal colony like South Carolina. In some ways it was like a proprietary colony—but no one owned Georgia. Rather, Georgia was England's only colony in America to be governed by trustees. It was a trustee colony.

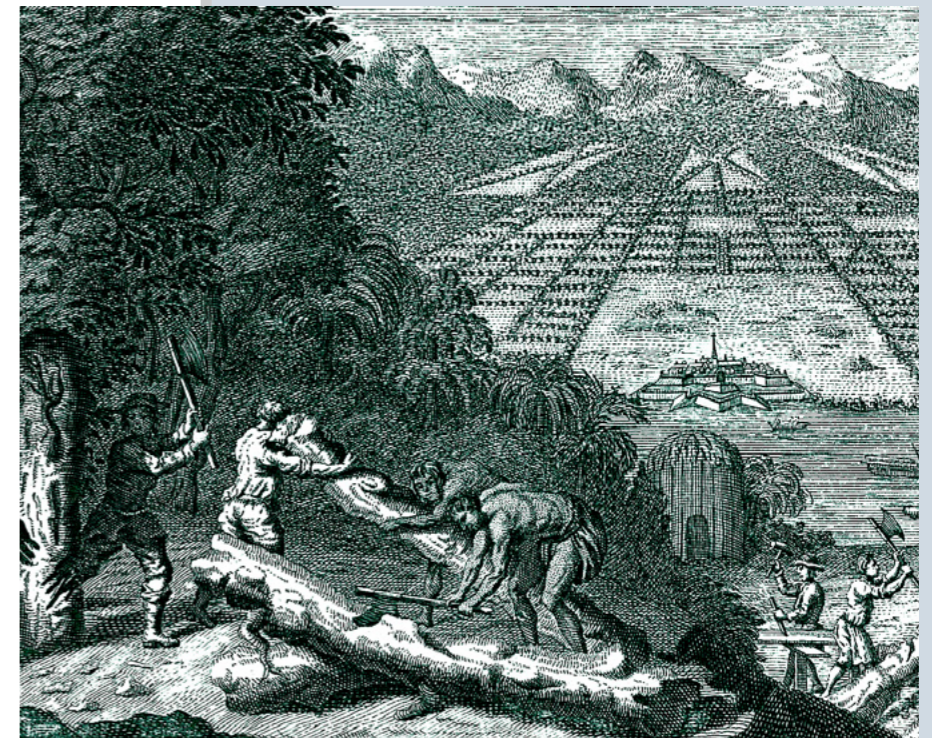
Georgia's Charter of 1732 named James Oglethorpe and 20 other British gentlemen interested in charity as **trustees**<sup>1</sup>. They would be responsible for managing Georgia for the next 21 years. The word "trustee" refers to someone placed in an official position of trust to act on behalf of someone else. Trustees are not supposed to benefit personally from decisions they make. Instead, they should act in the best interests of those for whom they are responsible. To ensure that the trustees would not act out of self-interest,

Georgia's charter prohibited several activities. Trustees could not receive a salary, own land in the colony, or hold public office in Georgia. They accepted this trust and adopted an official motto, "Not for ourselves but others."

Georgia was to be a great social experiment. The trustees wanted to avoid the conditions that led to poverty and other problems in England. They believed Georgia could become a model society. The key would be (1) strict rules on land and work, and (2) carefully selected colonists.

The first task facing the trustees was to raise money to send colonists to Georgia and to pay for the food and tools they would need once there. Throughout the summer and fall of 1732, sermons, pamphlets, speeches, and newspapers carried appeals for contributions. Soon enough money

This fanciful view of life in Georgia appeared in a 1733 pamphlet published by the trustees to encourage support for the colony. How does the artist show Georgia as a model society? What evidence is there that the artist had never been to coastal Georgia?





had been donated to send Georgia's first shipload of colonists.

Deciding who would go was the trustees' next problem. Newspaper announcements about the chance to go to Georgia brought many applications. From these, the trustees had to decide which to send "on charity." They looked for hardworking people who were down on their luck and who had the skills to make the colony a success.

Eventually, 35 families were selected. Not a single debtor released from prison was among them. Instead, the list included farmers, carpenters, tailors, bakers, merchants, and those with other skills and trades.

Families going on charity received more than free passage to Georgia. Once there, they would receive land on which to live and work. They would be given weapons, tools for building and farming, seed, and food to support them until the first harvest

came in. In return, the colonists had to clear lands, raise crops, build houses and public structures, and follow the trustees' rules.

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### THE FIRST COLONISTS SAIL TO GEORGIA

In late November 1732, James Oglethorpe and 114 settlers sailed from England on the ship *Anne*. Fifty-seven days later, the *Anne* sailed into Charles Town harbor where Oglethorpe conferred with South Carolina officials about the new colony. The Carolinians promised to support Georgia in any way possible.

The next day, the colonists sailed southward to Port Royal, Carolina's



▲ Georgia Trustees' Seal, 1733-1752



southernmost outpost. While Georgia’s settlers recovered from their voyage, Oglethorpe and some Carolina rangers sailed south to explore the Savannah River, Georgia’s northern boundary.

About 18 miles upriver from the ocean, Oglethorpe found a large flat area ideal for a settlement. Just upstream was a small village of Yamacraws, a branch of the Creek Indians. Nearby, John Musgrove, a Carolina trader, and his wife Mary operated a trading post. Mary’s father was a white trader and her mother was a Creek. The Musgroves told Oglethorpe the area he wanted to settle was known as Yamacraw Bluff. Permission to settle there would have to come from Tomochichi, chief of the Yamacraws.

The chief spoke little English, so John



Musgrove translated during the talks between Oglethorpe and Tomochichi. Why would the Yamacraw leader even consider giving up his people’s land to the English? By this time, his small tribe had come to depend on English goods, for which they traded deerskins and furs. Too much hunting in the past, however, left few game animals in the area. Not being farmers, the natives

had little use for the land at Yamacraw Bluff. Tomochichi concluded that a nearby English settlement might improve life for his poor village. He announced his decision: the English were welcome.

Oglethorpe returned to Port Royal with the exciting news. Quickly the colonists prepared for the final leg of their long journey. On February 12, 1733—a day we now celebrate as Georgia Day—the

◀ In addition to allowing Georgia colonists to settle on Yamacraw lands, Chief Tomochichi became a close friend and ally of **James Oglethorpe**.



[Transcript](#)

▲ Archaeologists discovered a wealth of artifacts when excavating the site of **Mary Musgrove’s** trading post near Savannah. Among them were a pottery dish, wine bottles, and kaolin pipes.



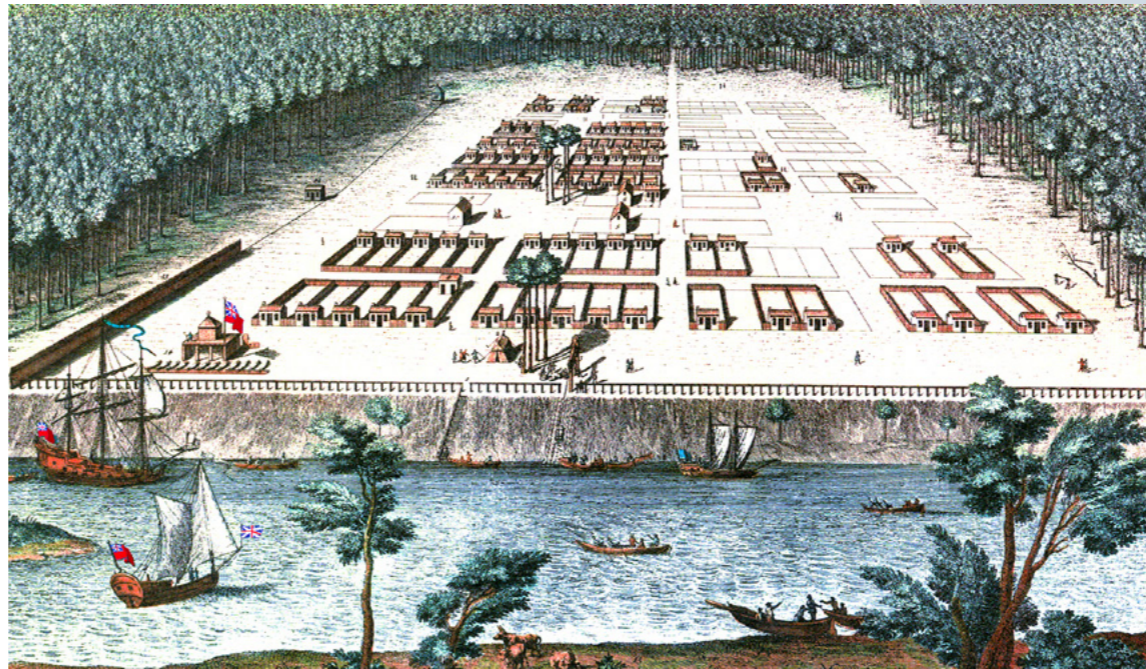
colonists arrived at Yamacraw Bluff. Most people consider this to be the date of Georgia's **founding**<sup>2</sup> (or creation), even though the colony was legally created in 1732, the year Georgia's charter was issued.

## GEORGIA'S FIRST SETTLEMENT

Living in tents, the colonists began building Georgia's first settlement, named Savannah for the nearby river. They started by clearing the pine forest atop Yamacraw Bluff.

Using only hand tools, they cut down trees and sawed them into lumber for houses and buildings. Tree stumps and roots had to be removed from the ground. The work was hard, and even with everyone pitching in, Oglethorpe needed to hire some black sawyers from Charles Town to help out. After the trees were removed, Noble Jones surveyed the area that would become Savannah.

The town of Savannah was laid out using a special plan designed in London. Open spaces called "squares" were one of its



◀ **Savannah, 1734.**  
One year after Savannah's founding, Oglethorpe's town plan was taking shape. On the left, note the house lots, open square, and three completed public buildings.

main features. Each public square was to be a kind of neighborhood center. Facing each square were four special lots set aside for public buildings. Around each square were 40 house lots, each 60 by 90 feet, organized into 4 groups of 10.

Just as Savannah was beginning to take shape, a crisis occurred. The colonists,

who got their drinking water from the river, started coming down with dysentery and other diseases. In April, their only doctor died. During the next 10 months, death came to one out of every four colonists.

Fortunately, the problem improved once a town well was dug. Soon, with the arrival of new colonists, Savannah began to recover. Among the first was a group of 40 Jews who had been displaced from Portugal and Spain. Among their number was a doctor, who performed valuable services to the colony. Other immigrants included Italian silk producers, Lutheran Salzburgers, Germans, Swiss, and other nationalities. These were in addition to the English who came on charity or paid their own way.

By the end of its first 12 months, Savannah had more than 50 houses, as well as several public buildings. Oglethorpe, however, continued to live in his tent, insisting that all colonists be housed first.

Georgia's founder spent nearly every

minute of the day tending to the affairs of the colonists. A visitor from South Carolina observed:

*He is extremely well beloved by all his people; the general title they give him is Father. If any of them is sick, he immediately visits them, and takes a great deal of care of them. If any difference arises, he is the person that decides it. . . . He keeps a strict discipline; I never saw one swear, all the time I was there. He does not allow them rum, but in lieu [instead] gives them English beer. It is surprising to see how cheerfully the men go to work, considering they have not been bred to it. There are no idlers there; even the boys and girls do their parts. [From a letter in the South Carolina Gazette, Charles Town, March 22, 1733.] ■*

### GROWING PAINS

Life was hard, and some colonists began to grumble. In summer, Savannah was

### LOCATING *the* MAIN IDEAS

- 1 **Define:** trustees, founding
- 2 **Identify:** Yamacraw Bluff, John and Mary Musgrove, Tomochichi, Georgia Day, Noble Jones, public squares
- 3 How did the trustees intend to make Georgia a model society?
- 4 Why did Tomochichi allow the English to settle on Yamacraw Bluff?



not the paradise they had expected. There were frequent and sometimes very heavy rains. Also, they were not used to the insects, humidity, and heat of coastal Georgia.

Georgia colonists complained the most, however, about three of the trustees' regulations: (1) restrictions on land ownership and inheritance, (2) a ban on slavery, and (3) prohibitions on rum and other hard liquors.

The trustees wanted to prevent the development of a rich upper class. Therefore, land ownership was limited. Each male adult who came on charity received a town lot for a house plus 50 acres of land (45 acres in the country and 5 at the edge of town). Colonists who paid their own way got 50 acres, plus 50 acres for each servant they brought, up to 500 acres.

In some cases, the land was poorly drained and not suited for growing crops.

But the trustees refused to issue new land grants in these cases. Also, colonists were prohibited from selling or leasing their land. If a colonist left Georgia, his land went back to the trustees.

The most unpopular land policy, however, concerned inheritance. The trustees wanted to make sure that each land grant had an adult male trained to protect it, with firearms if necessary. Therefore, the trustees provided that land could only be passed on to a male heir. If a man died without a son to take his place, the land was to be returned to the trustees and distributed to another family.

Another policy opposed by many colonists was the trustees' ban on slavery. Some trustees, including Oglethorpe, were against the practice. But others argued that slavery was allowed in every other American colony, and it was unfair not to allow slaves in Georgia.

The trustees' third unpopular policy was a

## TRUSTEES' REGULATIONS

**1**

Limits on land ownership and inheritance

**2**

No slaves

**3**

No rum or other liquors

**4**

No Catholics

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prohibition on rum and other types of hard liquor. Colonists could drink English beer and wine, but not other alcoholic drinks. Many colonists, however, ignored the ban.

Oglethorpe faced a tough problem. When he enforced the trustees' regulations, the colonists complained. But if he relaxed the rules, the trustees objected. Eventually, trustee policies on land and slaves were repealed.

## BUILDING FORTS

In the summer of 1734, James Oglethorpe returned to England to brief the trustees on Georgia's status. With him was Tomochichi, the chief's nephew Toanahowi, and a delegation of Creeks. Their strange appearance created quite a stir in London. The Creeks pledged their friendship to the trustees, and they met the king and queen before returning to Georgia.

While in England, Oglethorpe and the other trustees asked Parliament for government funding of their colony. No longer was there talk about charity for the needy. Now, Georgia's importance as a military buffer against the French and Spanish and their Indian allies was stressed. Parliament agreed to provide funds to build forts along Georgia's southern border.

To build Georgia's first fort, the trustees sent 150 Scottish Highlanders to Georgia's southern boundary. At Darien, just north of the mouth of the Altamaha River, they built a small fort and settlement.

In December 1735, Oglethorpe and 257 new Georgia colonists sailed from England with instructions to build a second fort. Their destination was St. Simons Island, just south of the Altamaha's mouth. Arriving in February, Oglethorpe laid out the town and fort of Frederica, which in time grew to house Britain's largest military base in America.



▲ **St. Simons Island.** This colorized, 1741 map shows the location of Fort Frederica and Fort St. Simons. Why do you think Oglethorpe chose those two locations?



While work was under way on Frederica, Oglethorpe and Tomochichi sailed to the south. During this trip, additional sites were selected for British forts as far south as the St. Johns River.

Naturally, the Spanish were upset at British forts being built on land they still claimed. Later that year, Oglethorpe and the Spanish governor of Florida, Francisco del Moral Sánchez, worked out a temporary treaty. But how long could they keep the peace? ■

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## INDIAN RELATIONS

Oglethorpe brought instructions from the British government on another matter: keeping the friendship of Georgia's Native Americans. Georgia needed Indian trade, and if war broke out with the Spanish, it would be critical to have them as allies. But this friendship was threatened because colonial traders—many from

South Carolina—were cheating the Indians.

The trustees had another concern—traders were supplying rum to the Indians. They directed Oglethorpe to regulate the Indian trade. Any person wanting to trade with Georgia's natives would have to get a license, pay a fee, and agree to follow certain rules. So that Indians would be treated fairly, an official exchange rate for animal skins and other trade items was established.

Much of the Indian trade took place in Georgia's **backcountry**<sup>3</sup> (or **upcountry**<sup>4</sup>)—the unsettled area far inland from the coast. To better control this trade, Oglethorpe in 1736 ordered that Fort Augusta be built on the Savannah River.

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## WAR WITH SPAIN

As relations between Britain and Spain grew worse, Georgians feared a possible Spanish invasion. In November 1736,

## LOCATING *the* MAIN IDEAS

- 1 **Define:** Fort Frederica
  - 2 What summertime conditions caused problems for the new colonists in Georgia?
  - 3 Why did the trustees put restrictions on the number of acres of land a colonist could own?
  - 4 After Oglethorpe's trip to England in 1734, how did the purpose of the colony change?
-



Oglethorpe left Georgia to return to England. There he appealed to Parliament for money to fund the colony for another year. He warned high officials that a Spanish invasion was likely. Without British soldiers to defend Georgia, the colony would fall.

By the fall of 1737, it seemed that Oglethorpe was right. Rumors in London told of a large military force being sent to Cuba by Spain. In Europe, relations between Britain and Spain were getting worse. It was now time to act.

In October, King George II gave Oglethorpe the rank of colonel in the British army. The king authorized him to raise a regiment of 600 soldiers for Georgia. At the same time, Oglethorpe was placed in charge of all British forces in Georgia and South Carolina. He

immediately began recruiting soldiers and by spring of 1738 was ready to sail to Georgia. Most of the soldiers were sent to Fort Frederica.

In 1739, Britain declared war on Spain—a war that surely would spill over to America. Rather than wait to be invaded, Oglethorpe took action. He prepared to invade Florida and destroy the Spanish fortress at St. Augustine.

In the spring of 1740, Oglethorpe led an invasion force south into Florida. Just north of St. Augustine they came upon two Spanish forts. The English captured the first one, Fort Diego, in what would prove to be their only victory. The second was Fort Mose, home of the Black Militia—a unit of Carolina slaves who had escaped to freedom in Spanish Florida. Outnumbered by the invasion force, Fort

◀ Reenactors at Fort Frederica on St. Simons Island



Mose's defenders had fallen back to the main fort in St. Augustine. Oglethorpe marched on to St. Augustine to begin a siege of the fortress. Part of his force made Fort Mose their quarters during the siege. In a dawn attack, 300 Spanish soldiers, including members of the Black Militia, crept out of the main fort at St. Augustine and struck the British soldiers in Fort Mose. When the smoke cleared, 68 of Oglethorpe's men were dead and another 34 taken prisoner—the worst loss of the entire campaign. Discouraged by this loss and the inability to take the main fort, Oglethorpe ordered his troops back to St. Simons Island.

Two years passed. Then, late in June 1742, a fleet carrying several thousand Spanish soldiers appeared on the ocean's horizon. Georgia's defenders were badly outnumbered and pulled back to Fort Frederica. It appeared that the island would fall.

On July 7, an important event in Georgia history took place. Advancing from the south, a Spanish force approached within a mile of Fort Frederica. A patrol of Oglethorpe's rangers opened fire from the woods, catching the enemy by surprise. The Spanish turned back, and the rangers rushed to Frederica to warn Oglethorpe. Oglethorpe hastily assembled a small force of soldiers and led them in hot pursuit of the Spanish.

Several miles to the south, at the edge of a marsh, the dirt road narrowed to a footpath. Here, Oglethorpe positioned his troops behind bushes and trees to defend the trail and then rode back to check on Frederica.

Meanwhile, the Spanish reappeared at the marsh. Oglethorpe's hidden troops opened fire. A brief but fierce battle followed. From a distance, Oglethorpe could hear the gunfire. Though riding desperately, by the time he arrived the Battle of Bloody Marsh was over.



[Transcript](#)



The grounds on which **The Battle of Bloody Marsh** were fought stand as a historical site on Georgia's St. Simons Island.

Several days later, the Spanish were turned back again, this time in an attempt to capture Fort Frederica by sea. Discouraged, the invasion force withdrew to the safety of St. Augustine. Georgia had been saved. In recognition of the victory, King George promoted Oglethorpe to the rank of general.

In 1743, General Oglethorpe returned to England. As it turned out, he never again set foot on Georgia soil. After being paid by Parliament for most of the personal funds he had spent on the colony, the general, now almost 48 years old, met Elizabeth Wright. Shortly thereafter, they married. Oglethorpe continued as a member of Parliament for another decade, but his activities on the board of trustees declined. He watched with sadness as the remaining trustees abandoned the principles which had made Georgia unique.

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## THE COLONY DECLINES

After Oglethorpe left, the future of Georgia looked bleak. Many colonists gave up and returned to England, or went to other colonies. The colony wasn't producing much, so its export business was poor. The trustees' officers in Savannah worked hard to keep things going, but crop failures and discontent among the colonists made it difficult.

Gradually, the trustees relaxed their restrictions on land ownership and inheritance. Finally, in 1750, they dropped their prohibition on slavery. That same year, the trustees allowed the colonists to elect delegates to advise them on colonial affairs. In 1751, Georgia's first representative assembly met in Savannah. In 1752, the trustees transferred control of the colony to the British government. After two decades, the great experiment was over. Henceforth, Georgia would become more like the other American colonies. ■

## LOCATING *the* MAIN IDEAS

- 1 **Define:** backcountry, upcountry
  - 2 **Identify:** Fort Mose, Battle of Bloody Marsh, Elizabeth Wright
  - 3 Why did the trustees want Oglethorpe to regulate the Indian trade?
-



# Vocabulary

- 1 **Trustees** - The 21 individuals named by King George II in 1732 to govern the new colony of Georgia. They were to act on behalf of others without personally benefiting.
- 2 **Founding** - The creation and initial settlement of a colony or territory.
- 3 **Backcountry** - The unsettled area of Georgia's frontier far inland from the coast; also called "upcountry."
- 4 **Upcountry** - The unsettled area of Georgia's frontier far inland from the coast; also called "backcountry."

# Georgia Becomes a Royal Colony

## GEORGIA'S ROYAL GOVERNORS



**CAPTAIN JOHN REYNOLDS**  
(1754-1757)



**HENRY ELLIS**  
(1757-1760)



**SIR JAMES WRIGHT**  
(1760-1776, 1779-1782)

In 1752, Georgia became a royal colony under the direct control of the British government. The colonists were delighted, although two years would pass before the changeover was completed.

In 1754, Captain John Reynolds sailed from England to become Georgia's first royal governor. As the king's representative as well as the chief executive officer of the colony, Reynolds had the most important office in Georgia's new government. Like the other royal colonies, Georgia would have its own legislature. An appointed upper house would advise the governor. An elected lower house—the Commons House of Assembly—would give Georgia colonists their first chance at self-government. It was a limited voice, however. Only white males owning at least 50 acres of land could vote in Assembly elections. To serve in that body, a member had to own at least 500 acres. Laws enacted by the Assembly could be vetoed



▲ Georgia's Seal as a royal colony, 1754-1782



by the royal governor or by the king back in London. Still, colonists had more of a voice than was ever possible under the trustees. Governor Reynolds also created the colony's first court system. It was called the Court of Conscious and was presided over by a local justice of the peace. This early court heard and settled disputes among colonists. Any dispute that could not be settled in the Court of Conscious went before the Governor's Council to be decided.

Reynolds proved to be neither popular nor effective and was replaced after two years. His replacement, Henry Ellis, was committed to strengthening Georgia's defenses, increasing its population, and improving its economy.

In 1758, the royal Assembly declared the Anglican Church (the Church of England) the official church of Georgia. Lawmakers divided the colony into eight religious districts known as **parishes**<sup>1</sup>. In each parish, residents voted for churchwardens and paid taxes to support the church and

to help the poor. The parishes served other purposes as well, including certain political functions. In a way, these were Georgia's first counties.

Ellis was an improvement over Reynolds, but he was not happy serving as Georgia's governor. He couldn't stand the summer heat, so after only three years in office, he was granted permission to return to England.

Georgia's third—and final—royal governor proved to be its ablest. Sir James Wright was genuinely concerned about the colonists and served the people well for almost two decades.



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## THE FRENCH AND INDIAN WAR

In 1754, the same year that Governor Reynolds arrived in Georgia, Great Britain



Most of the battles of the French and Indian War took place in the north.



and France went to war over their world empires. The war began in North America. Because many Indians fought on the side of France, American colonists, who fought with the British, called it the **French and Indian War**<sup>2</sup>. On the frontier, the fighting was savage, with scalplings and other cruelties. Fortunately for Georgia, most of the fighting took place far to the north.

Soon the war had spread to Europe, and eventually even to India. Throughout most of the fighting, Spain stayed out of the conflict. However, late in the war, Spain joined France as an ally, but much too late to affect the outcome. In so doing, Spain made a costly mistake.

In 1762, France and Spain asked for peace. In the Treaty of Paris of 1763, Britain demanded that the two countries give up great portions of their claims to land in North America. France gave up its claims to Canada and all territory east of the Mississippi River, except New Orleans. The

price of defeat for Spain was the loss of Florida.

One provision of the Treaty of Paris affected Georgia. Until then, Britain claimed that several of its colonies extended all the way to the Pacific Ocean. In the new peace treaty, however, Britain gave up all claims west of the Mississippi River. Thus, in 1763, the Mississippi became Georgia's western boundary.

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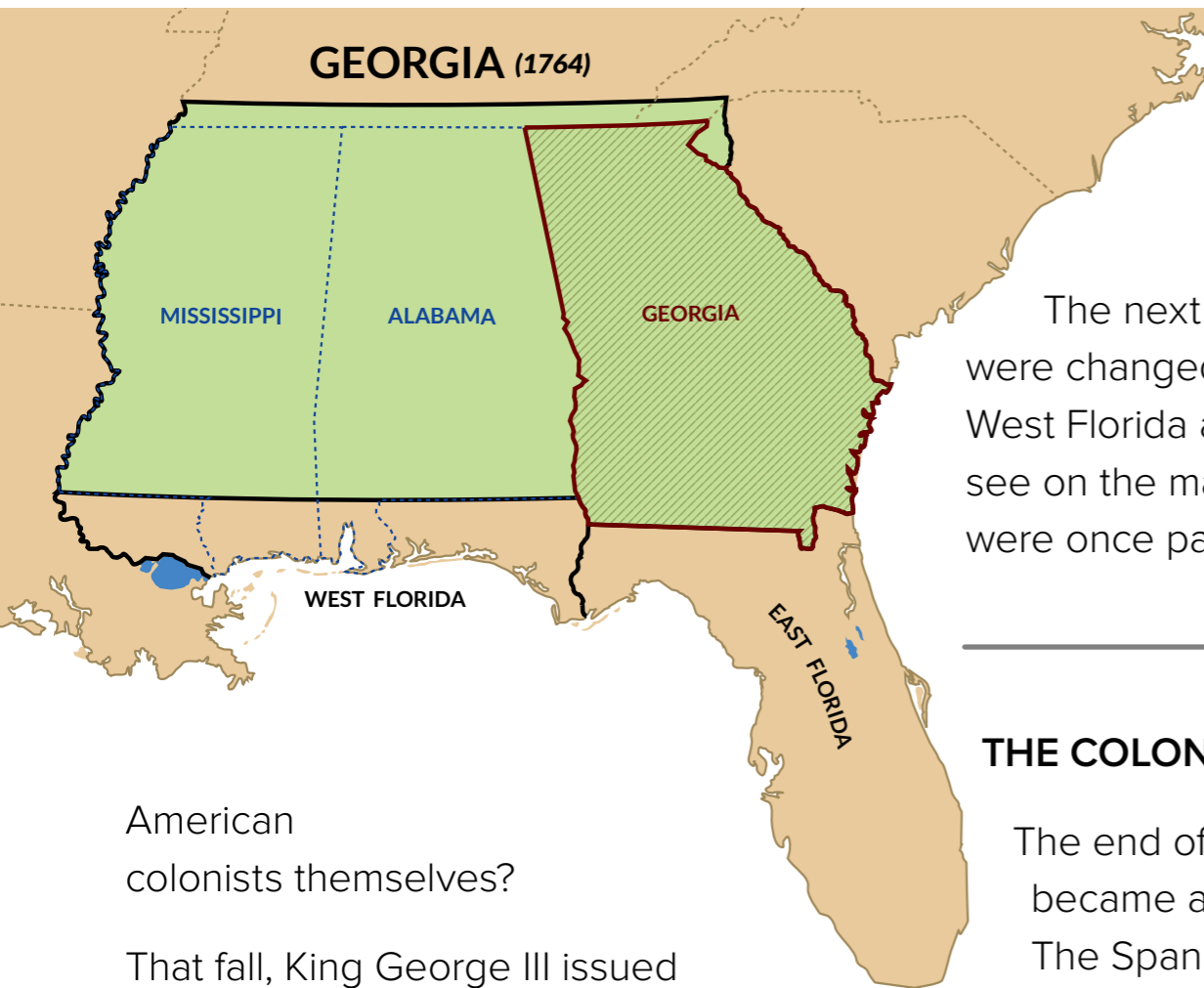
### THE PROCLAMATION OF 1763

With the end of the war, Great Britain found itself with a huge empire in North America. What should it do with its new possessions —create new colonies? Now that the war was over, there was also the matter of Indian uprisings over whites settling on their lands. Also, defending the American colonies had been expensive to the British taxpayers. How could a greater share of these costs be shifted to the



▲ King George III was responsible for changing Georgia's boundaries through the Treaty of Paris ending the French and Indian War and the Proclamation of 1763.





The next year, Georgia’s boundaries were changed to include all land north of West Florida and East Florida. As you can see on the map, Alabama and Mississippi were once part of Georgia.

◀ In 1764, a royal commission set East and West Florida as Georgia’s southern boundary. What other present-day states were part of Georgia in 1764?

American colonists themselves?

That fall, King George III issued the **Proclamation of 1763**<sup>3</sup>. In this document, Britain announced it was creating four new North American colonies—Quebec (in Canada), Grenada (in the Caribbean), East Florida, and West Florida. Georgia’s southern boundary was extended to the St. Marys River. The Proclamation of 1763 reserved all lands west of the Appalachian Mountains for the Indians.

### THE COLONY PROSPERS

The end of the French and Indian War became a time of growth in Georgia. The Spanish and French were no longer a threat to the colony. After the war, the Creeks ceded more than 2 million acres of land to Georgia. Quickly, Georgia began surveying its new territory.

The land could have been offered for sale, but Georgia decided it would be easier to attract new colonists by giving the land away. A plan known as the **headright system**<sup>4</sup> was adopted. Under it, the head of each family was given a “right” to 100

acres, plus 50 acres for each additional family member, indentured servant, or slave. The only costs to the family were small surveying and recording fees.

New settlers began to rush to Georgia for the free land. Some came from Europe, but many migrated from other colonies. The Appalachian Mountains formed a natural barrier preventing eastern farmers from migrating due west. Anyway, Britain had reserved the land west of the Appalachians for the Indians. Thus, geography and government policy encouraged colonists in search of new land to go southward into Georgia.

By boat, horseback, wagon, or foot, thousands of new settlers came to Georgia after the French and Indian War. Some brought slaves with them, and in a few years almost half of Georgia's inhabitants were black. By 1766, Georgia had 10,000 white settlers and 8,000 black. In another 10 years, there were

50,000 colonists, about half of them from Africa. At the same time, new lands were opened for settlement. The colony was gaining a new life. ■

## LOCATING *the* MAIN IDEAS

- 1 Define:** parish, French and Indian War, Proclamation of 1763, headright system
  - 2 Identify:** John Reynolds, Henry Ellis, James Wright
  - 3** What were the qualifications for voting in Assembly elections? for serving as a member?
  - 4** Under the terms of the Treaty of Paris of 1763, what territory did France give to Britain? What did Spain give to Britain?
-



# Vocabulary

- 1 Parish** - A district set up by the Church of England in the colony of Georgia.
- 2 French and Indian War** - The American name for the war between France and Great Britain (1754–1763), used because many Indians fought on the side of France.
- 3 Proclamation of 1763** - Document issued by King George III in which Britain created four new American colonies, extended Georgia's southern boundary, and reserved the land west of the Appalachian Mountains for the Indians.
- 4 Headright system** - A plan for distributing Indian land ceded to Georgia whereby the head of each family had a right to 100 acres, plus additional land for family members.



## GEORGIANS IN HISTORY

## Tomochichi

He had no formal education, no bodyguards or chauffeurs, and no special training. Yet a Native American tribal chief, Tomochichi, easily qualifies as Georgia's first ambassador. Without his diplomatic skills and influence, the settling of the state by Europeans would have been much more difficult and dangerous.

Born around 1650, Tomochichi commanded a Yamacraw tribe that had been banished to the Georgia coast by the lower Creeks. They relocated in what is today Savannah, along Musgrove Creek Canal. In this Yamacraw village in 1733, James Oglethorpe met Tomochichi—dignified and physically impressive, standing six feet tall.

The elderly Tomochichi allowed Oglethorpe to settle on Yamacraw Bluff, and the two became close friends. The next year, Tomochichi helped assemble representatives of major Creek tribes. He convinced them to sign a treaty giving English colonists the land between the Savannah and Altamaha rivers, as far upstream as the tide flowed. The treaty also set trade agreements between the two sides and restored Tomochichi's position as a respected leader among the Creeks.

Tomochichi and his nephew,  
Tooanahowi

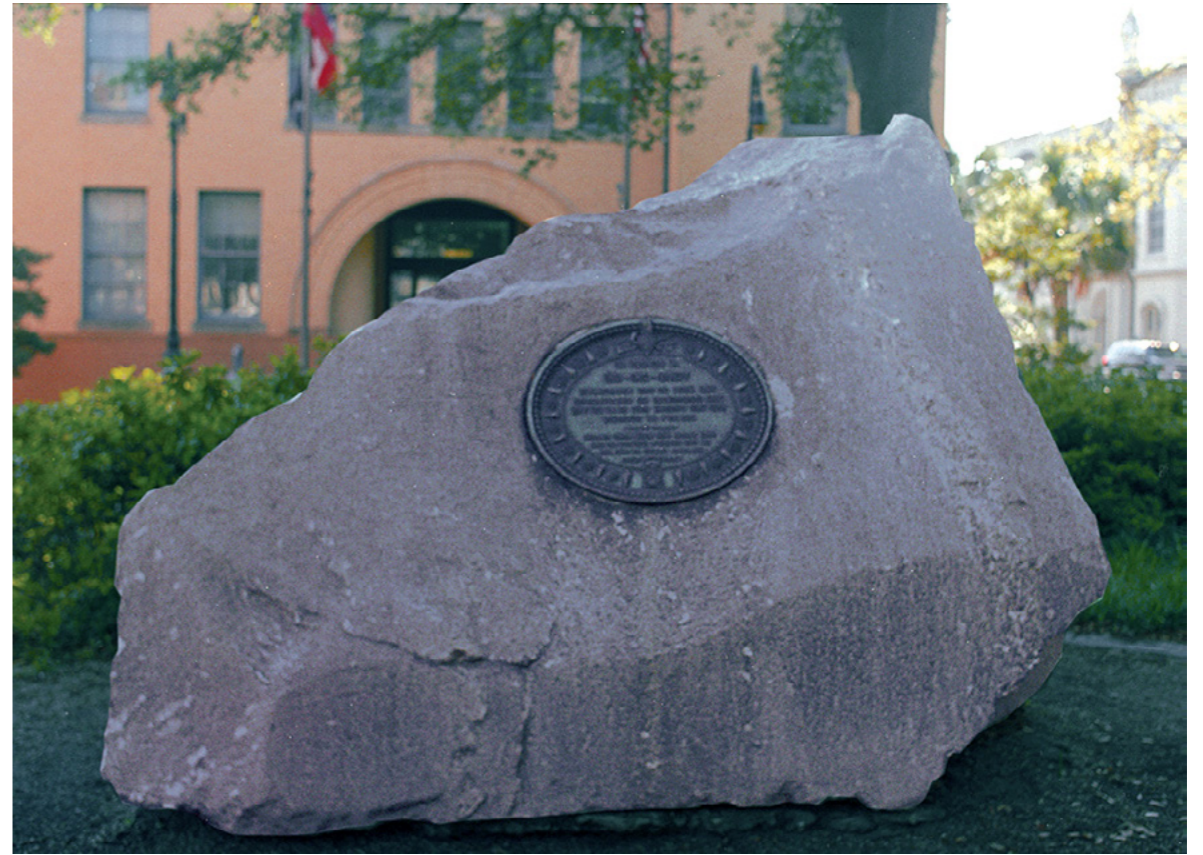




Oglethorpe repaid these efforts by taking Tomochichi, some of his relatives, and other chiefs to England in 1734. There Oglethorpe asked for further support for the struggling Georgia colony. So impressed was King George with Tomochichi's bearing and eloquence that he gave the visitors money and showered them with gifts.

With conflict between the colonists and the Spanish becoming more likely, Tomochichi helped set up a meeting between Oglethorpe and major Native American chiefs. His goal was to obtain a collective promise of neutrality. They reached this agreement in the lower Creek capital of Coweta Town, a site near what is today Columbus. When fighting did erupt a few years later, Tomochichi's heir and nephew, Tooanahowi, served with Oglethorpe in the Battle of Bloody Marsh in 1742.

In 1739, Tomochichi died in Yamacraw Village at an advanced age (some say just shy of his 90th birthday). When Oglethorpe learned of the chief's death, he rushed from Augusta to Savannah, arranging for a full military funeral. In keeping with Creek tradition, Tomochichi was buried with some of his possessions, including a silver snuffbox from England, and in 1896 his grave site was marked with a stone mound.



In memory of Tomo-Chi-Chi  
The mico of the Yamacraws  
The companion of James Oglethorpe  
And the friend and ally of the  
Colony of Georgia

This stone has been here placed By the Georgia Society  
of the Colonial Dames of America

1739—1899



## CHAPTER 6 QUIZ

Text Version



# Chapter 7 Foreword

Georgia Standards of Excellence  
Correlations ▼

SS8H2

## Chapter Outline

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### Regional Differences Among American Colonies

- New England Colonies
- Middle Atlantic Colonies
- Southern Colonies
- Life in Georgia

### The Ebenezer Community

#### Africans Come to America

- Africans Accompany Spanish Explorers
- Slavery in the American Colonies
- Slavery in Georgia

### Georgia Society and Culture

- Life in Savannah
- Life in the Backcountry
- Education
- Religion

## SS8H2

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### Analyze the colonial period of Georgia's history.

- Evaluate the role of diverse groups (Jews, Salzburgers, Highland Scots, and Malcontents) in settling Georgia during the Trustee Period.





The ruins of Wormsloe near Savannah are a popular state historic site. By the 1750s, Noble Jones had built a sizable rice plantation at Wormsloe.

## CHAPTER 7

### AT FIRST GLANCE

This chapter describes the regional differences among New England, Middle Atlantic, and Southern colonies, explaining why and how they developed as they did. The focus then shifts to the story of people who came to the Georgia colony and then to colonial lifestyles in Georgia before the American Revolution. Sections within the chapter focus on two groups who came to Georgia—Austrian Salzburgers and African slaves. Primary sources supplement the text, allowing individuals to tell some of their own story.

## Life of the People in Colonial Georgia

[Regional Differences Among American Colonies](#)

[The Ebenezer Community](#)

[Africans Come to America](#)

[Georgia Society and Culture](#)

Georgia had much in common with the other American colonies. The great majority of colonists had immigrated from England, which meant they shared a common language and culture. All colonies were expected to provide England with raw goods (such as food, tobacco, lumber, naval stores, and deer hides) and in turn purchase finished products made in the mother country. Yet, long before the founding of Georgia, it was clear that even though they were similar in some ways, the American colonies had many differences.



# Regional Differences Among American Colonies

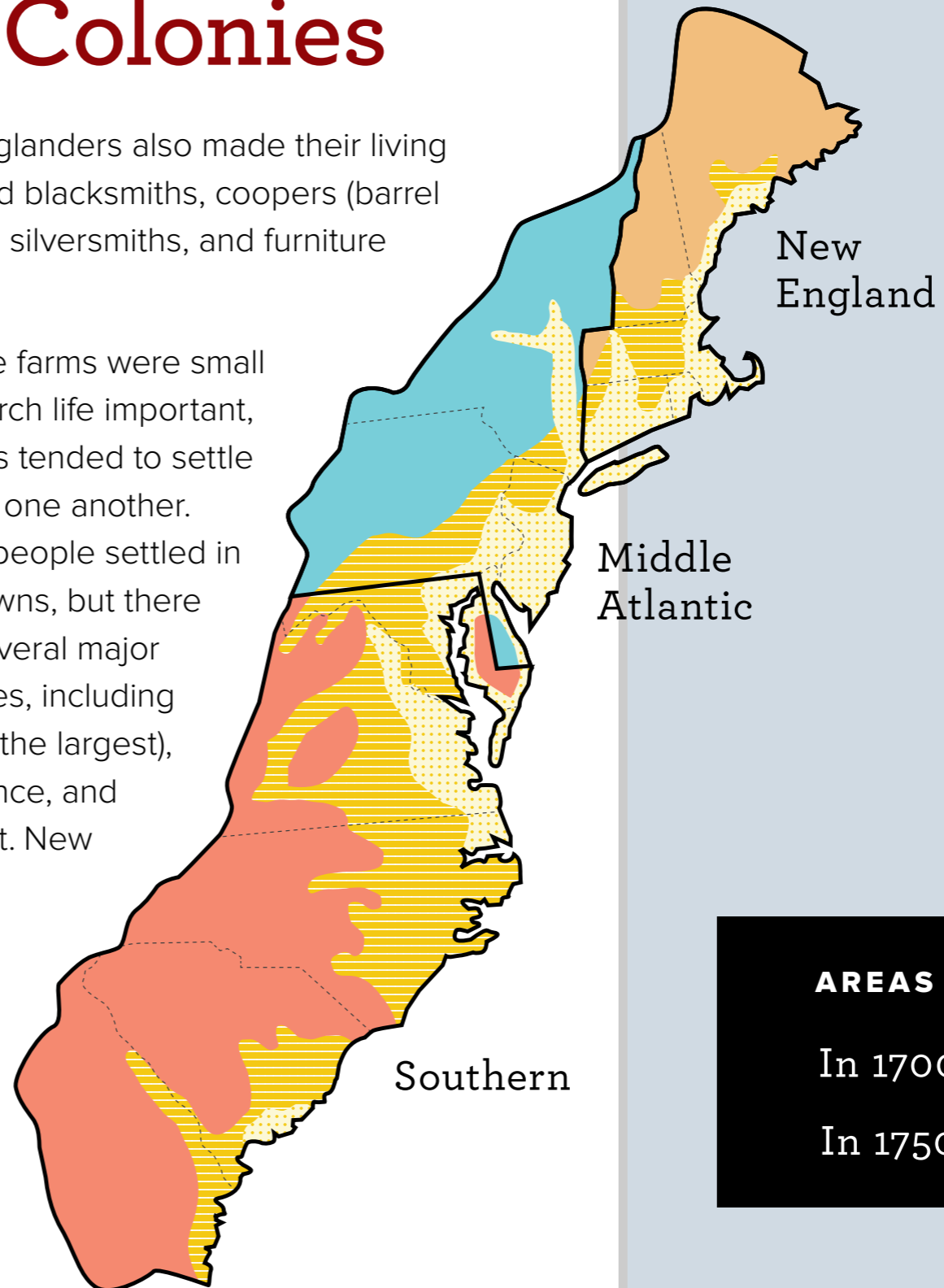
By the late 1600s, England’s American colonies were developing along three regional patterns—New England, Middle Atlantic, and southern. Each region had distinct economic, social, and political characteristics.

## NEW ENGLAND COLONIES

In the New England colonies of New Hampshire, Massachusetts Bay, Rhode Island, and Connecticut, agriculture was limited by the cold climate, short growing season, and rocky, hilly land. Farms were small and crops were grown primarily for family use, and there was very little demand for slaves to work the fields. However, slaves were sometimes used as household servants, laborers, and skilled and semiskilled workers. Natural harbors along the coast promoted a growing fishing industry and sea trade, both of which led in turn to shipbuilding.

New Englanders also made their living as skilled blacksmiths, coopers (barrel makers), silversmiths, and furniture makers.

Because farms were small and church life important, colonists tended to settle close to one another. Mostly, people settled in small towns, but there were several major port cities, including Boston (the largest), Providence, and Newport. New England



COLONIAL REGIONS AROUND 1750

### AREAS OF SETTLEMENT

In 1700



In 1750



became the most urbanized of the colonial regions. Most New England colonies had been founded for religious reasons, primarily by Puritans and Separatists. Because the ability to read the Bible was important, all but one of the New England colonies had school laws in place by 1671. New Englanders were almost exclusively of English background.

### MIDDLE ATLANTIC COLONIES

The Middle Atlantic colonies of New York, New Jersey, Delaware, and Pennsylvania were the most diverse in terms of people, religion, and economy. A temperate climate provided a longer growing season than in New England. Gently rolling land



and fertile soil allowed farmers to raise a variety of crops—such as wheat, oats, and corn. Enough food was grown to permit selling surplus crops. Some colonists became interested in slave labor to work the land for profit.

While agriculture was the main economic activity in the Middle Atlantic colonies, the presence of rich iron ore deposits and other minerals led to the development of mining and mineral processing. Abundant forest land also provided a source of timber for shipbuilding and the production of barrels and large covered wagons known as Conestoga wagons. As a result of the diverse natural resources, a combination of rural farm areas, small towns, and cities developed. Philadelphia and New York were the largest cities not only in the Middle Atlantic colonies but in all of the American colonies. Except for Pennsylvania and Delaware, which were founded by Quakers, the predominant denomination was Church of England.



▲ The Conestoga wagon is a heavy, covered wagon that was used extensively during the late eighteenth century and the nineteenth century in the United States and Canada.



There were no requirements for public schooling in the Middle Atlantic colonies, and formal education was left to private tutors or church schools. Colonists in this region were primarily of English background, though there were many whose heritage was Dutch, German, and Scots-Irish.

different was the plantation. A **plantation**<sup>1</sup> is a large-scale farm operation that requires many workers doing the same task at the same time. Although some crops may be grown in order to feed workers and animals, plantations exist only where they can produce a cash crop for which there is high and continuing demand. In Virginia and Maryland, that crop was tobacco. In South Carolina and Georgia, the crops were rice and indigo (a pea-like plant that produces a deep blue dye for coloring cotton and wool).

Geography and climate were responsible for the different types of plantations. Virginia and Maryland colonists lived inland from the ocean, where the fertile and dry soil was ideal for growing tobacco. In South Carolina and Georgia, however, most colonists lived near the coast, a region of hot and humid weather, frequent rainfall, and poor soil. Conditions were perfect for rice plantations. By building low dirt walls with floodgates along the banks of tidal rivers, rice fields could be flooded

### SOUTHERN COLONIES

The warm climate, rich soil, and vast areas of the Coastal Plain in the southern colonies of Virginia, Maryland,

North Carolina, South Carolina, and Georgia led to

an agricultural economy. As in the Middle Atlantic colonies, there were numerous small farms—but the thing that made southern colonies



▲  
Rice in Colonial Georgia

when the tide came in. Rice thrives in water. On nearby dry land, many rice planters also grew indigo.

Plantation agriculture depended on cheap labor, and workers had to toil long hours in the summer heat. Plantation owners found it to their advantage to purchase slaves for this work.

Because the economy was so tied to agriculture, few towns and cities developed in the southern colonies. Charleston was the only major southern city during the entire colonial era. Maryland was established as a home for Catholics who were persecuted in England. The official religion in the remaining southern colonies was Church of England. There were few schools and no educational requirements in the southern colonies. Children of the well-to-do were either taught at home by tutors or sent to private schools. Most children, however, received little or no education. In terms of national background, people

in the southern colonies were primarily of English, African, and Scots-Irish heritage.

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### LIFE IN GEORGIA

European immigrants arriving in Georgia found a place they could not have imagined. It was unlike anything they knew back home. Here was a wilderness made unpleasant by summer heat and fierce biting insects. The settlers found strange plants and even stranger animals—such as the alligator, cougar, opossum, buffalo, pelican, raccoon, and rattlesnake.

For many settlers, their European backgrounds did not serve them well in the new land. Thousands died, and many others gave up and left for other colonies or returned to Europe. Others, however, learned to adapt and survive, and sometimes even to prosper in Georgia.



Georgia Olive Farms

[Transcript](#)





For the most part, Georgia settlers developed an agrarian culture—one centered around farming. Communities were usually small and far apart. For most people, life was simple: survival was the aim and hard work the rule. Gradually, the clothes they wore, the foods they ate, the methods used to farm, and the materials used to build changed from what they had known in Europe. By the end of the colonial period, life in Georgia would be quite different from that in 1733 when the first English settlers arrived.

As Georgia society grew, it came to include people from many countries. Within several years of its founding, the colony was home to immigrants from many lands. People came to Georgia from England, Scotland, Wales, Ireland, Germany, Italy, Portugal, Switzerland, and France. Many religions were represented, including Anglicans (Church

of England), Jews, Lutherans, Moravians, Baptists, and Presbyterians. These newcomers brought differing beliefs and values, which they adapted to Georgia's environment. ■



## LOCATING *the* MAIN IDEAS

- 1 **Define:** plantation
- 2 Why did the New England colonies emphasize education and schools?
- 3 Which region had the largest two cities in the colonies? Name them and the colony in which each was located.
- 4 What crops were commonly grown on plantations in the Southern colonies?
- 5 What are some of the things the first Georgia colonists had to adapt to?

# Vocabulary

- 1 **Plantation** - Large-scale farm operation (usually for cotton, tobacco, rice, or sugar cane) in which many workers perform the same simple tasks at the same time.



# The Ebenezer Community

In 1734, a group of German-speaking settlers arrived in Savannah. They were known as Salzburgers because they came from Salzburg (a city in present-day Austria). Back home, these Lutheran Protestants had been persecuted because of their religious beliefs. So they fled to England, where the trustees raised funds to send them on to Georgia. Here the Salzburgers received land and provisions. They became Georgia residents with the same rights and responsibilities as British colonists.

Their settlement, about 25 miles upriver (northwest) from Savannah, was named Ebenezer. Oglethorpe laid out Ebenezer and sent workers from Savannah to help the Salzburgers clear the land and put up temporary shelters. Ebenezer grew quickly to almost 200 people, but things did not go well for the settlers. Their location was too far from the river to use it for commerce. The land was swampy and the soil poor. In 1736, the Salzburgers

asked Oglethorpe for a better location. A spot known as Red Bluff, where Ebenezer Creek met the Savannah River, became New Ebenezer. At Old Ebenezer nothing remained but a cow pen.



◀ Jerusalem Church at the site of New Ebenezer is the oldest colonial public building in Georgia.



Disease and hardship followed the Salzburgers. So many adults had died by 1737 that an orphanage had to be built for their children.

Ebenezer was a religious community.

The minister, John Martin Boltzius, was the leader, and each settler had to follow strict church regulations.

Residents worked according to a set plan that required them to support the church and its

school and orphanage with their labor. No hard liquor, dancing, gambling, or other frivolous activities were allowed. The minister watched over the people. Those misbehaving were punished according to church rules.

After a difficult start, the Salzburgers began to prosper. They produced and sold lumber, rice, beef, and pork. Eventually, Ebenezer led all Georgia communities in producing silk and grew the first cotton in Georgia.

For many years, the Salzburgers' German language and close-knit society kept them separate from other Georgians. As they began speaking English and became involved in the life of the colony, they became more like other Georgians. One Salzburger, a schoolteacher named John Adam Treutlen, became the first person to bear the title "governor" of Georgia. ■

## LOCATING *the* MAIN IDEAS

- 1 Why did the Salzburgers come to Georgia?
- 2 Why were the Salzburgers unhappy with their location at Old Ebenezer?

◀ Johann Martin Boltzius, pastor in Ebenezer, Georgia, 1734-1765



## PRIMARY SOURCE

Johann Martin Boltzius

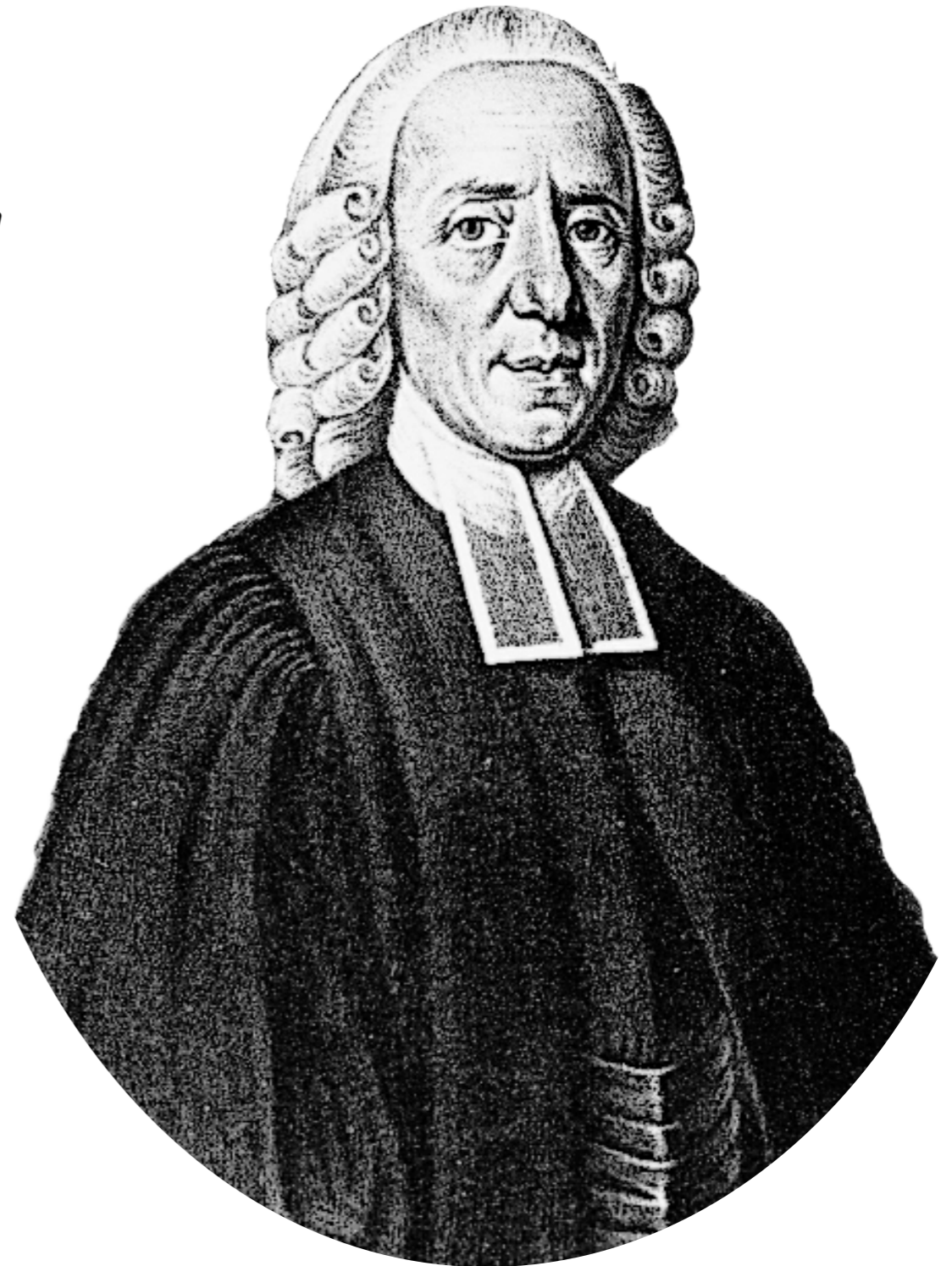
*Johann Martin Boltzius was the Salzburgers' pastor, community leader, teacher, and spokesman from their arrival in 1734 until his death in 1765. During those years, Pastor Boltzius kept a daily diary of happenings at Ebenezer. He sent detailed reports on the community back to the Lutheran Church in Germany and wrote many letters to the trustees. Excerpts from his writings appear below.*

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**May 28, 1735 (Ebenezer)**—Mr. Causton (government storekeeper in Savannah) has sent several bushels of rice for planting. He desires that the Salzburgers should clear some swampy and wet places and try this seed.

The people intend to be obedient and start with this tomorrow.

**November 22, 1735**—The rice which has been planted by the Salzburgers in communal labor as an experiment did not do very well because there was no rain for too long a period. But we see that planting it does not require much more labor than is required for other fruits of the land. It is said that the hardest labor is required in threshing the rice to separate it from its hulls. Only Negro slaves are used to perform this labor in Carolina.



**February 17, 1736**—I wish that Mr. Oglethorpe were here to see our garden, which has again been nearly half under water since the recent rainy weather. Then he would be able to comprehend what was recently told him.

We still hope that the Salzburgers will enjoy the rights and liberties of Englishmen as free colonists. It appears to me and to others that the Salzburgers are a thorn in the eyes of the Englishmen, who would like to assign them land that no one else wants.

**February 27, 1736**—At the end of the sermon, I had to apply the discipline of the church, in the presence of the congregation, against Ruprecht Zittrauer who had offended the congregation last Wednesday by getting drunk once again.

**April 17, 1736 (New Ebenezer)**—Most of the people are already living here now. Only a few women and children will stay at Old Ebenezer to watch out for the seeds planted there and wait on the sick. Everyone seems pleased with living here, and the air seems healthier than there.

**July 27, 1737**—The heat is so great that we can hold school only in the morning with the few children who are still well.

**July 28, 1737**—A man told me that his corn was so badly blighted [ruined] by the worms that he had little hope of a good harvest, if God were not to prevent further damage. He was quite composed, however, and trusted in the Lord.

The boat returned to Savannah today to buy a few more kegs of flour, and we intend to contribute money from the poor box to those who cannot afford it.

**July 30, 1737**—Paul Lemmenhofer was very fatigued for a long time and could find no rest day or night. Although his condition seemed improved this morning, he died suddenly and against all expectations.

Of the congregation who have been with us from the beginning, 31 adults and 24 children have died; among the living are 89 adults and 43 children.

**August 9, 1737**—Our poor people are about to lose most of their fowl and other small livestock. They cannot give them much feed at home and therefore let both chickens and hogs run free so they may find food in the swamps and bushes. There they are preyed upon by bears, crocodiles and a certain type of large wild cat.

**August 14, 1737**—While most in our community suffer from weakness caused by the fever, this does not prevent them from listening to the Lord's word. They attend the sermon; and, when the fever strikes them, they simply leave, which is otherwise rare in our meetings.

**March 16, 1738**—Some Indians have come to our place again with their wives and children and are bringing pieces of meat for rice. One of them brought an entire deer for the orphanage.



## INTERPRETING THE SOURCE

- 1 Describe the role of Pastor Boltzius in the Ebenezer community.
- 2 What evidence in the diary shows that the Salzburgers watched after one another? Give specific examples.



◀ In 2009, the descendants of the original Salzburgers placed a statue of Rev. Boltzius on the grounds of New Ebenezer to mark the 275th anniversary of their arrival in Georgia.



# Africans Come to America



◀ A view of the Charles Town, South Carolina, harbor painted by Thomas Leitch

The first African to come to the Americas is believed to be Juan Canaries (pronounced kah-NAHR-eez), a free black crew member on Columbus's first voyage to the New World in 1492. If Canaries indeed sailed with Columbus, it should come as no surprise. We now know that Africans probably participated in most Spanish explorations and military expeditions to America.

Actually, slavery had existed around the world for thousands of years. The pyramids in Egypt were built using slave

labor. Making slaves of enemies captured in battle—and often of their women and children—was a common practice around the world.

Being a slave meant you lost your freedom and were forced to work for someone who owned you—your “master.” Slavery was not the same thing in all societies. In some places, slaves were freed after several years and became regular citizens. In other societies, however, slavery could last a lifetime.



Many of the African slaves in Spain were household servants for their masters. Others worked in Spanish port cities as laborers, artisans, or skilled workers in a variety of trades—including shipbuilding. Some slaves worked as crew members aboard sailing vessels based at these ports.

By law and tradition, slaves living in Spain were entitled to more rights and protections than slaves in most other countries. Many were able to purchase their freedom, so it is not surprising that the crews of Spanish ships included one or more free Africans. Also, many of the adventurers in Spanish expeditions to the New World brought their personal servants with them. As a result, Africans—both free and slave—were frequently aboard Spanish ships and took part inland expeditions.

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### AFRICANS ACCOMPANY SPANISH EXPLORERS

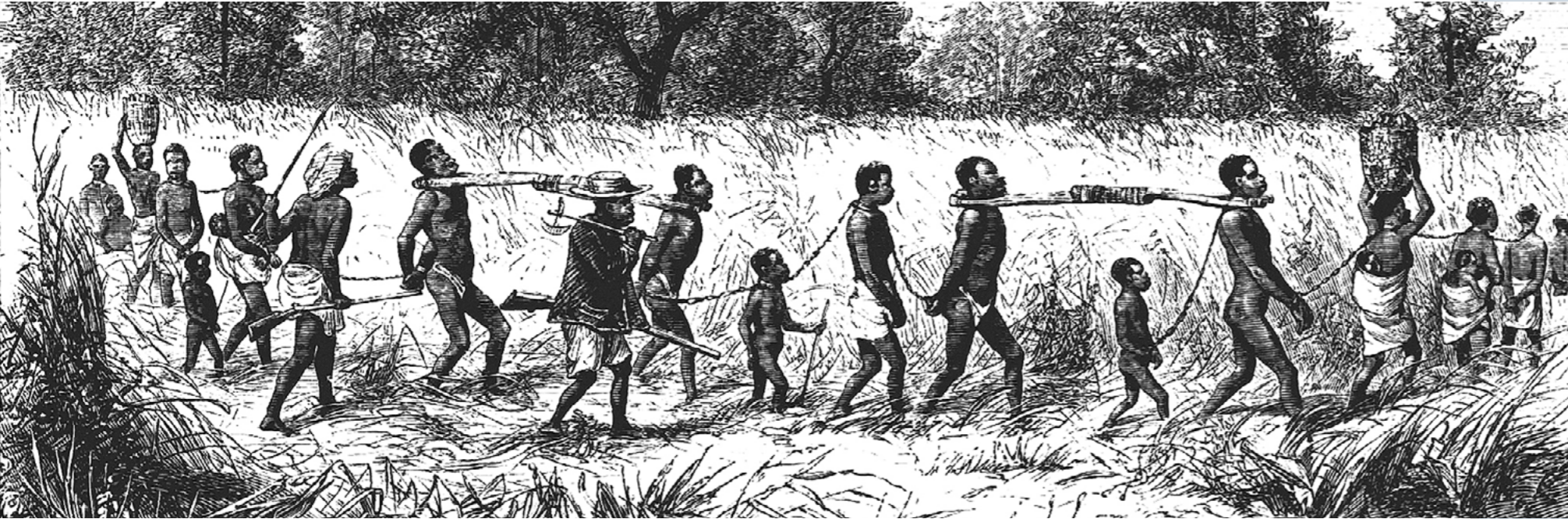
The first Africans known to visit the North American mainland were among Lucas Vázquez de Ayllón's 600 colonists who landed on Georgia's coast in 1526. Most were slaves, but some may have been free Africans. There is no record of how many came with Ayllón. Likely, some were laborers brought to clear the land and build the settlement. Others may have been skilled workers, artisans, and personal servants—all of whom would be needed in the new colony.

Shortly after arriving, Ayllón died. Facing starvation during the winter ahead, one group of colonists tried to seize the ships and return home. The mutiny was put down, but the surviving colonists soon decided to abandon the settlement. In the meantime, however, the African slaves staged a revolt of their own, escaping



Artist's idea of **Fort Mose** based on archaeological and historical research.





to live with the Guale Indians. Thus, the first slave rebellion in American history took place in the Ayllón settlement along Georgia's coast.

The next time Africans came to Georgia was in 1540 as part of de Soto's exploration of the Southeast. Many of the Spaniards in the 600-member expedition brought their personal slaves. Some of the slaves escaped to live with the Indians. Johan Biscayan and a man named Gomez were two such Africans. Another African known as Robles was disabled and left behind at the Indian town of Coosa in present-day Gordon County. Free Africans also were part of de Soto's party, including

a man named Bernaldo who stayed with the expedition the entire four years.

Spain's first permanent settlement in North America was St. Augustine, established on the northern coast of Florida in 1565. As many as 50 African slaves accompanied the first colonists. Upon arriving, they cut down trees, sawed the trunks into lumber, cleared the land for planting, built ships, and helped construct a fort, church, and other structures. Some Africans were trained as soldiers to help staff Spain's chain of military garrisons from St. Augustine northward along the coast of Georgia and beyond. After 1685 and Spain's withdrawal from Georgia, Spanish



officials in Florida openly encouraged slaves in England's Carolina colony to escape. They offered freedom and land to all who converted to Catholicism.

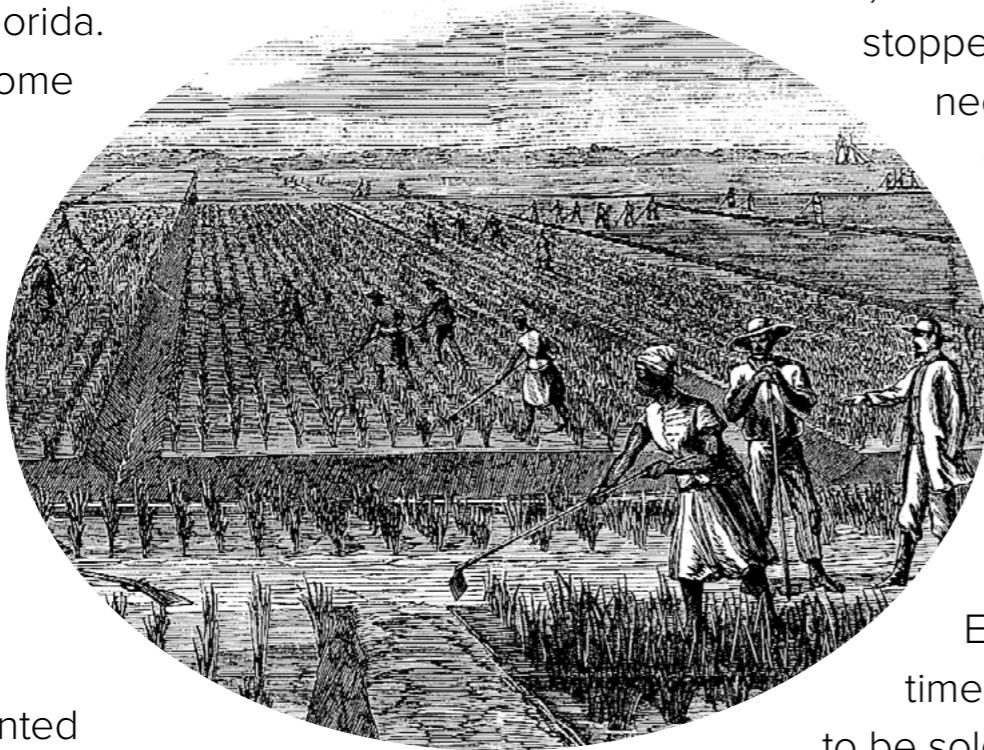
Many slaves risked their lives escaping to Florida.

Once there, some eventually

formed a Spanish military unit known as the Black Militia.

In 1738, Florida's governor, Manuel de Montiano, granted

the Black Militia land north of St. Augustine, where members of the unit built and garrisoned Fort Mose. Thus, Florida began a tradition of serving as a sanctuary for escaped slaves.



## SLAVERY IN THE AMERICAN COLONIES

The introduction of Africans to the English colonies in America occurred in Virginia.

In 1619, a Dutch ship captain stopped at Jamestown in need of provisions.

On board were 20 West Africans, whom he offered to exchange for the goods he needed. Because the Africans had been Christianized, English law at the

time did not allow them to be sold as slaves. Instead

they became servants. But Virginia plantation owners wanted more than servants. They wanted slaves to work long, hard hours in the tobacco fields.

How did slavery become legal in America? In 1640, a Virginia judge sentenced an



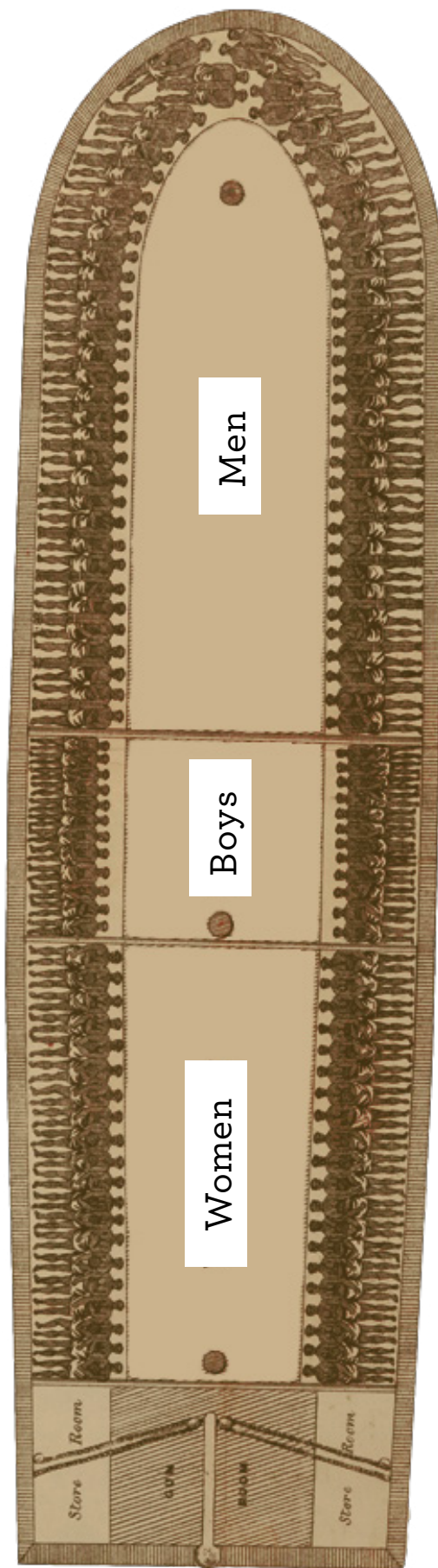
Georgia's agricultural economy was dependent on not only a favorable climate and fertile soil but also physical labor.



indentured African servant to life enslavement as punishment for running away. Then, a 1662 law provided that an African baby born in Virginia had the status—free or slave—of its mother. Finally, in 1705, a Virginia law designated slaves as real property that could be inherited as part of an owner’s estate.

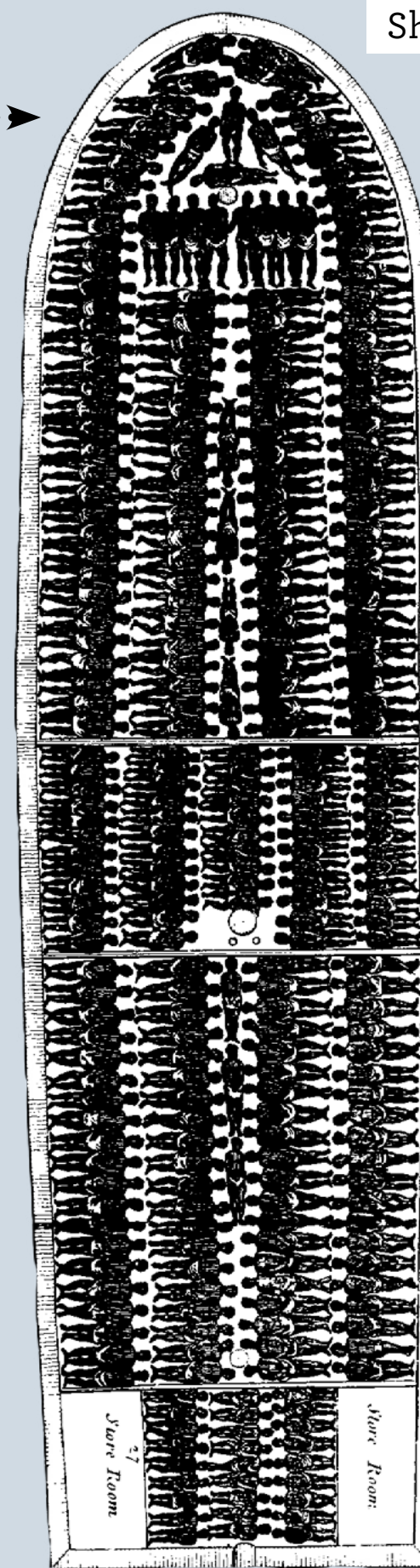
Importing African slaves to work on tobacco plantations quickly became common in Virginia. But England’s other colonies needed workers, too. There was far more work to be done—clearing the land, farming, lumbering, and building—than workers to do it.

To meet the need for cheap labor, some landowners used **indentured servants**<sup>1</sup>. These were immigrants—usually poor, white, and young—who agreed to work as servants for anyone

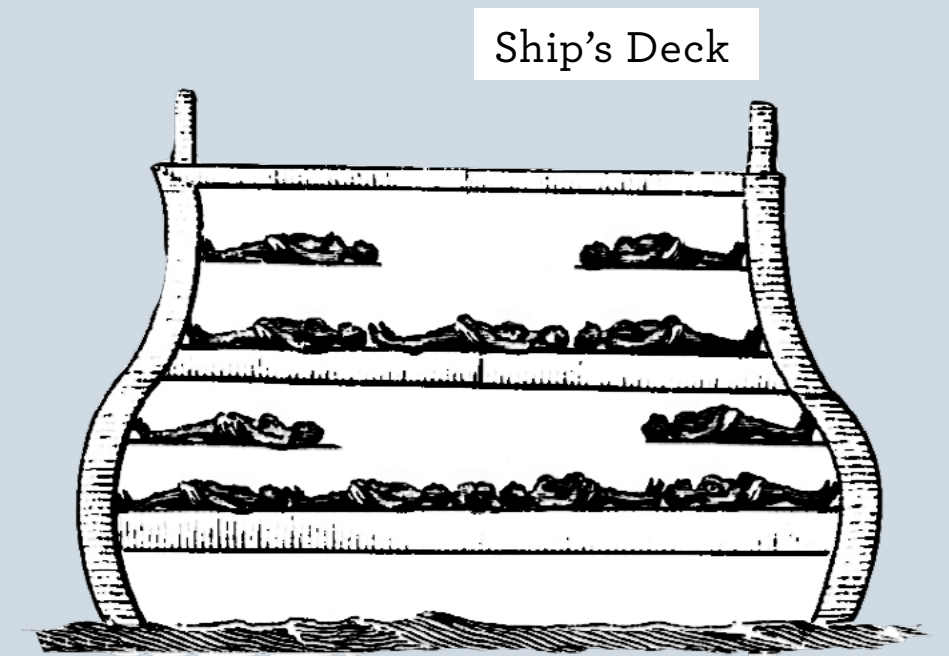


paying their way to the colonies. Their indenture (or contract) required four to seven years of work, after which the servant became a free person with all the rights of the other colonists.

But indentured servants didn’t always satisfy their masters, particularly in the fields. They refused to do certain kinds of hard work. Moreover, they often ran away before their indenture was worked off.



Ship's Hold



Ship's Deck

Ship's Hull

**SLAVE SHIP**

◀ Slave ships were designed to squeeze as many Africans aboard as possible. Confinement, heat, and lack of sanitation killed thousands before they reached America.



Many landowners preferred using African slaves to work their plantations because they worked harder and did not have to be replaced every few years. Also, landowners felt slaves were less likely to run away since they could be easily recognized by the color of their skin.

As the demand for slaves increased, traders in both England and America took advantage of the situation. In 1672, England chartered the Royal African Company to supply slaves from Africa to her colonies in North America and the West Indies. The plan called for using English traders to ship English goods to Africa to exchange for slaves. The new cargo of slaves was then shipped to the Caribbean. There, the slaves were sold to sugarcane plantation owners in exchange for sugar and molasses. The new cargo was then shipped back to England or taken to the American colonies. Money from the sale of sugar and molasses in America would be used to purchase

tobacco, rice, indigo, fish, timber, tar (and other naval stores), animal skins, and other raw materials for shipment to England. The plan also called for English ships taking some African slaves directly to the American colonies. Only a small percentage of newly enslaved Africans came in this manner.

Before long, shipowners and sea captains in the American colonies got involved. American slave traders were shipping New England rum to Africa, where it was exchanged for slaves to be sold in the American colonies. Far more common, however, was a system known as the **triangular trade**<sup>2</sup>. New England rum was shipped directly to Africa, where it was sold for payment in newly captured slaves, who were taken to the West Indies and sold to sugarcane planters. Money from the sale of slaves was used to



### MAJOR TRADE ROUTES

Involving American Colonies

Triangular Trade — — —

New England to Africa •••••

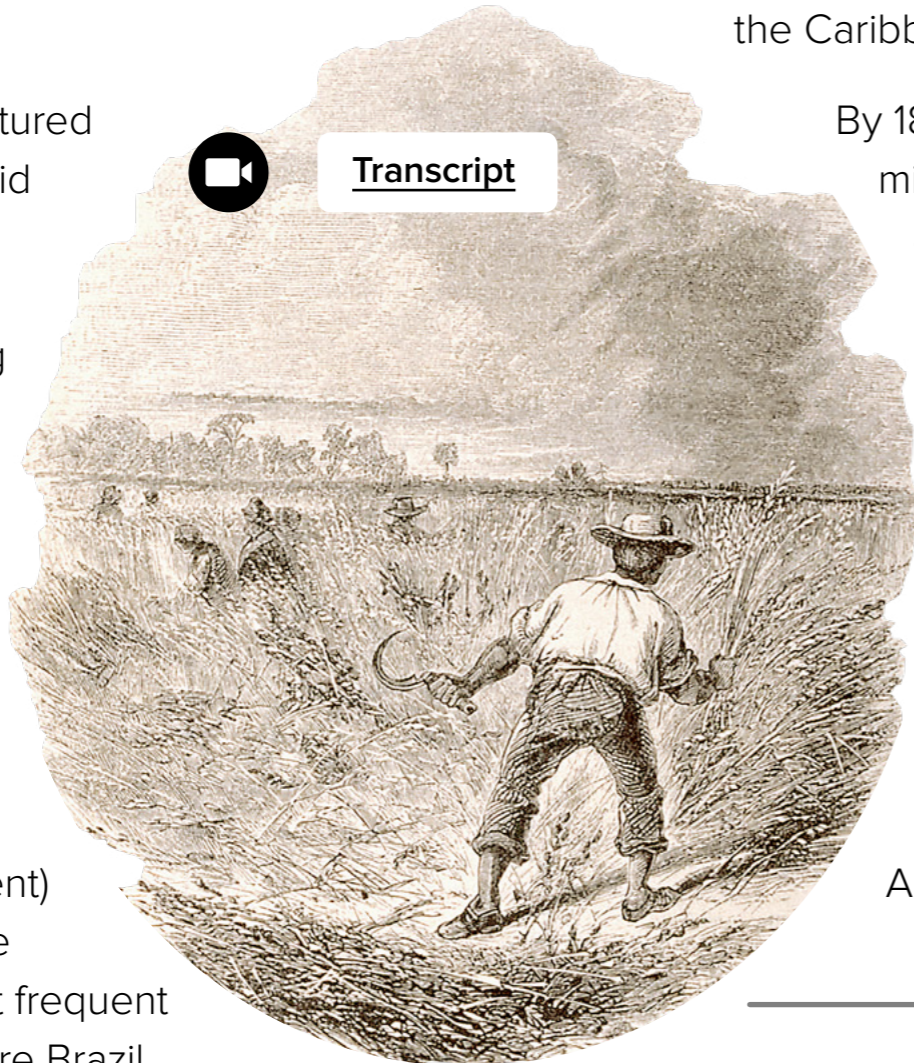
Royal American Company —————

purchase a cargo of sugar and molasses that was taken and sold to New England distilleries to be used in making more rum.

Most newly captured African slaves did not end up in the American colonies. During the 1700s, just under 400,000 Africans were shipped to the American colonies. That's a large number, but only a small portion (6 percent) of the total slave traffic. The most frequent destinations were Brazil (3,600,000), British colonies in the West Indies (1,700,000), French colonies in the Atlantic (1,600,000), and Mexico

(1,500,000). More than 9 out of 10 African slaves were destined to work the sugar plantations or mines of South America, the Caribbean, or Mexico.

By 1800, as many as 20 million slaves captured along the western coast of Africa had been shipped to the Americas. Most came from what today are the countries of Senegal, The Gambia, Sierra Leone, Ghana, Togo, Benin, Nigeria, and Angola.



### SLAVERY IN GEORGIA

The trustees had intended that there be no slavery in Georgia, and Oglethorpe



vigorously opposed any attempts to bring in slaves. However, in December 1738, a group of Savannah colonists known as “Malcontents” petitioned the trustees to allow slaves in Georgia. They argued that they could never raise enough products for export without help. How could they compete with the Carolinians who had slave labor? Besides, the Georgia climate was too hot for white farm workers. Rice, they said, could be raised only by black workers.

Other Georgians objected to slavery. In January 1739, Scottish settlers at Darien asked the trustees to keep their ban on slavery. They argued that having slaves would take away the white settlers’ will to work hard. Moreover, said the Scots,

*It is shocking to human nature, that any race of mankind . . . should be sentenced to perpetual slavery; . . . freedom to them must be as dear as to us.*

The Salzburgers, too, spoke out against slavery. The idea that white workers couldn’t raise rice was ridiculous. They themselves had already done so.

The trustees rejected the Savannah petition, but slaves were brought in anyway. Some planters “rented” slaves from their Carolina owners or sneaked them in to work in their fields. The slavery faction grew. Finally, in 1750, the trustees gave in.

Once slavery was permitted, many more Africans were brought from South Carolina, other colonies, and the West Indies. In 1752 alone, more than 1,000 slaves were brought to Georgia. Eventually, many opponents of slavery accepted it. Even the Salzburgers at Ebenezer had slaves. By 1773, the colony had about 15,000 black slaves, almost as many people as the 18,000 whites.

## SLAVE CODES

The growing number of slaves in the colony resulted in laws known as **slave codes**<sup>3</sup> to govern their behavior and regulate their treatment. Slave codes were passed by the colonial assembly in 1755 and 1770. Provisions from the 1770 code reveal something of the legal position of Georgia's slave population. The 1770 Slave Code provided that

- The offspring of slaves were to remain absolute slaves and to be the personal property of their owners;
- Slaves could not travel outside the town or plantation limits without a ticket signed by a responsible person. If slaves were found without a ticket or not in the company of a white person, punishment was a whipping on the bare back not exceeding 20 lashes;

- If a slave struck a white person, the slave would suffer after trial and conviction any punishment the justice thought fit, not extending to life or limb. For the second offense, the punishment was death;
- Any person employing a slave on the Lord's Day (Sunday), except in work of absolute necessity, must forfeit 10 shillings;
- Anyone teaching a slave to write or read would forfeit a sum of 20 pounds.

In some instances the code offered slaves some protection. The overall intent, however, was to make sure slaves were kept in their place. ■

## LOCATING *the* MAIN IDEAS

- 1 Define:** indentured servant, triangular trade, slave code
- 2** Why was it possible to find both free and enslaved Africans aboard Spanish expedition ships going to the New World?
- 3** How did Florida become a haven for escaped slaves?
- 4** How was being a slave different from being an indentured servant? How was it similar?
- 5** In which countries or areas of the Western Hemisphere were most African slaves destined to work during the 1700s?



# Vocabulary

- 1 Indentured servant** - A person agreeing to work for a master for a set period of time without wages in return for passage to the American colonies from Europe.
- 2 Triangular trade** - Trade route used by American colonial merchants that involved Africa, the West Indies, and the colonies in trading rum, slaves, sugar, and molasses.
- 3 Slave codes** - Laws that governed the ownership, treatment, and behavior of slaves.

## PRIMARY SOURCE

Olaudah Equiano ▼

*What was it like to be brought to America as a slave? As slaves were seldom allowed to learn to read and write, there are very few firsthand accounts by slaves. One that does exist, however, is by Olaudah Equiano.*

*Olaudah Equiano was born in 1745 in the Kingdom of Benin in West Africa. At age 11, he was captured, sold to slave traders, and taken to the West Indies. From there he was taken to America.*

*Equiano was renamed Gustavus Vassa by his master. Unlike most slaves, Equiano learned to read and write and was eventually given his freedom. Later, he moved to England where he was active in antislavery efforts.*

*The following account is taken from Equiano's autobiography, published in 1791.*

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The first thing I saw when I got to the coast was the sea and a slave ship waiting for its cargo. These filled me with much astonishment and terror.

When I was carried on board, I looked around and saw a large furnace boiling and many black people chained together. I no longer doubted my fate.





I was soon put down under the decks. There with the terrible stench and crying, I became so sick and low that I was not able to eat. I wished for death to relieve me. Soon two white men offered me food. When I refused to eat, one of them held me by the hands. My feet were tied and I was severely whipped. . . .

In a little time, I found some people from my own nation among those who were chained. I asked them what was to be done with us. They told me that we were to be taken to the white people's country to work for them. . . .

The closeness of the hold, the heat of the climate, so crowded was it that each person scarcely had room to turn . . . it almost suffocated us. This brought on sickness and many died. I became so low I was put on deck.

One day two of my country men who were chained together jumped into the sea. They preferred death to a life of such misery. Then another followed their example. I believe that many more would have done the same if they had not been

prevented by the ship's crew. Two of the wretches were drowned, but they got the other and flogged him unmercifully for attempting to prefer death to slavery.

Finally, we came in sight of land. . . . Many merchants and planters came on board. They put us into separate groups and examined us with great attention. We thought we would be eaten by these ugly men. . . .

Soon we were taken to the land where we were led immediately to the merchant's yard. There we were penned up together like sheep without regard to sex or age.

In a few days, we were sold. On a signal, the buyers rush into the yard where the slaves are kept. They choose those they like best. The noise and clamor which accompany this, and the eagerness in the faces of the buyers, serve to increase the fear of the terrified slaves. In this manner, relatives and friends are separated, most of them never to see each other again. . . .

## INTERPRETING THE SOURCE

- 1 Why are there so few existing primary sources written by slaves?
- 2 Why do you think Equiano's master renamed him?
- 3 What did Equiano write that tells you that not all the Africans on the ship were from the same place?
- 4 How did the Africans resist slavery while they were on the ship?



# Georgia Society and Culture

During the early years, life in Georgia had been fairly simple. The model society the trustees planned allowed for few social differences. All settlers were expected to be hardworking “common folk.” Each family would have the same amount of land and the same kind of life.

Forty years later, however, it was quite different. By 1773, Georgia was a colony of 33,000 people, about half of them black slaves. With many slaves working on great rice plantations, some planters became very wealthy. For example, Sir James Wright, Georgia’s royal governor, owned 11 plantations with about 26,000 acres and 525 slaves. As some colonists began to prosper, social classes developed.

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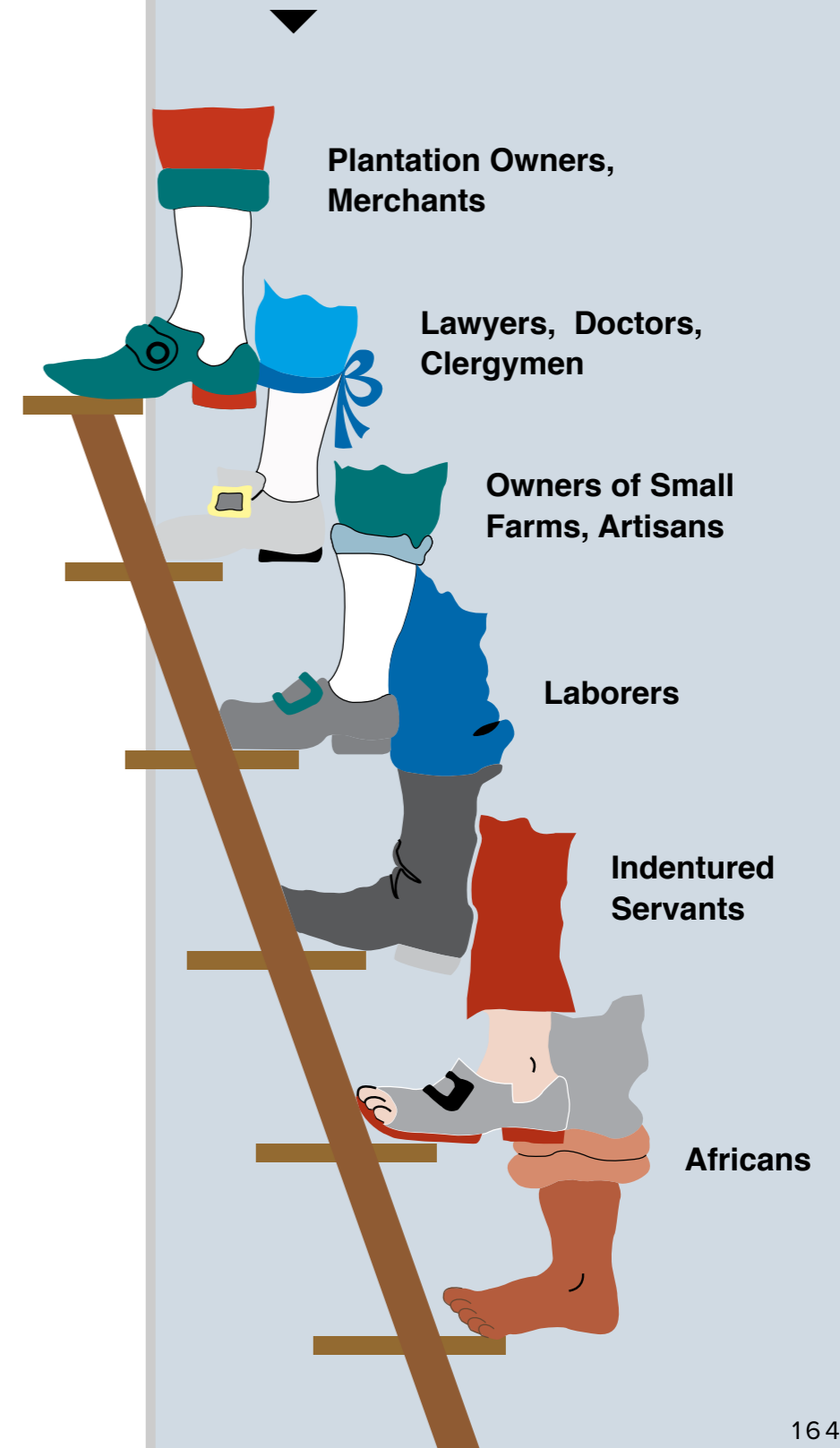
## LIFE IN SAVANNAH

By 1773, Savannah had become a busy seaport of the British Empire. Prosperity

brought change to Savannah society. In 1733, colonists had to work with their own hands just to survive. Forty years later, many had the help of hired laborers, indentured servants, or slaves. Savannah residents could also turn to many kinds of specialists for the things they needed. There were shoemakers, tailors, cabinetmakers, coopers, blacksmiths, gunsmiths, masons, saddlers, wheelwrights, sailmakers, mechanics, and even artists. The city also had millers, bakers, and butchers. As the colony’s capital, Savannah had the services of trained professionals, such as lawyers, doctors, clergymen, and teachers.

So, by 1773, Savannah had several distinct groups. The structure of its society may be likened to a ladder. Depending on their ability and ambition, men might move up (or down) the ladder. There was little opportunity for a

America’s social system was similar to that of Europe. However, in America, it was easier to move up the ladder in some cases.





woman to be independent. Her position in society was tied to her husband's. Blacks, however, except for a few freedmen, were locked into the lowest position as slaves.

The small group of wealthy rice planters and shipping merchants at the top of the ladder provided most of the colony's leaders. Other men who owned property had a smaller voice in the colony's affairs. They included the professionals; owners of small farms and businesses; **artisans**<sup>1</sup> (people skilled in a craft, such as woodworkers, tailors, or silversmiths); and mechanics.

Laborers, indentured servants, and slaves had no such voice. For the lower ranks, life in Savannah varied little from one day to the next. It was mostly work.

Those higher up the ladder, though, had time for social activities. Public celebrations and military ceremonies, as well as weddings and funerals, were big events. The biggest event was the annual

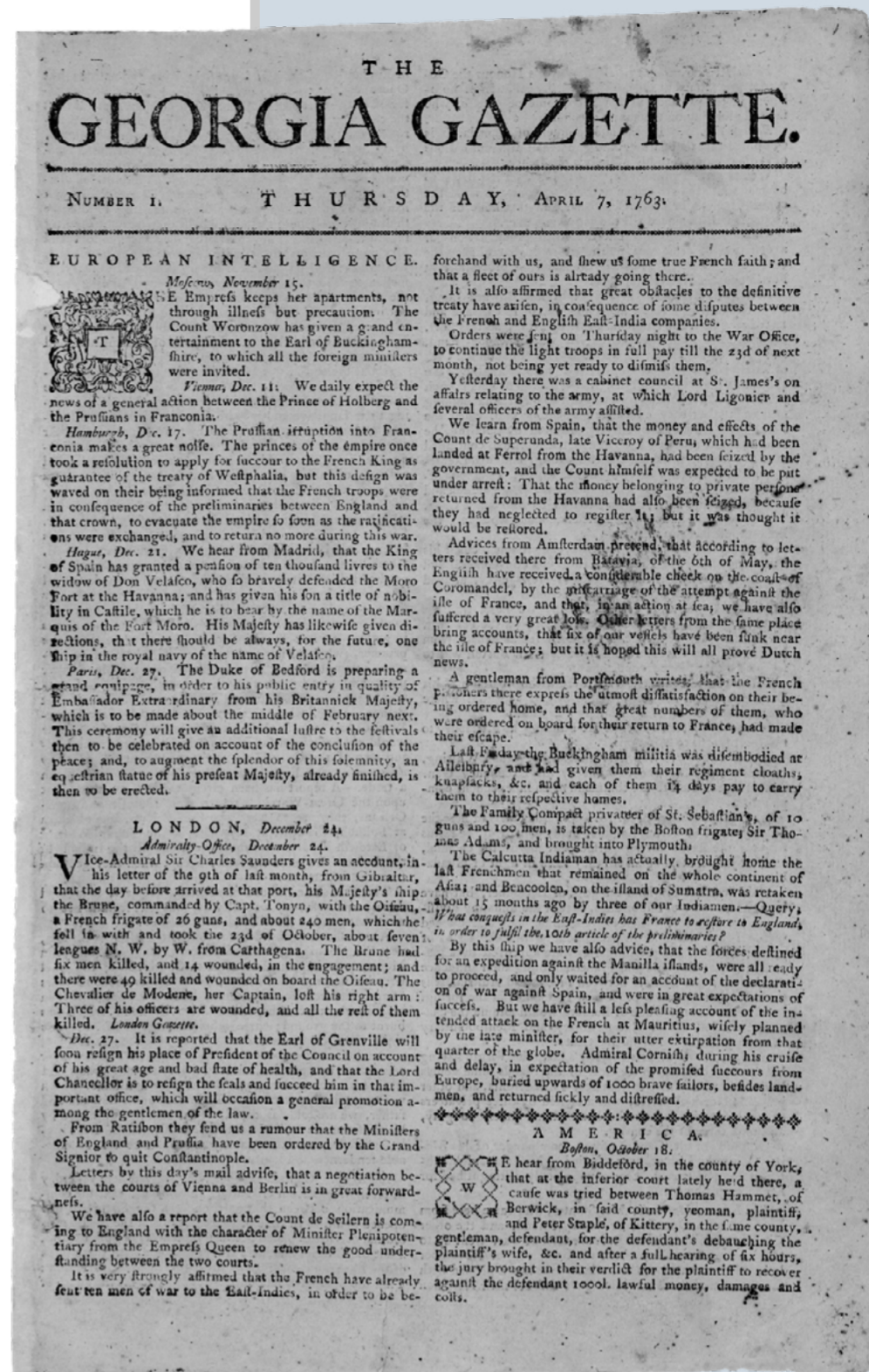
celebration of the king's birthday. Dances, picnics, and other social events were highlights of Savannah social life.

Some of Savannah's men belonged to social clubs and fraternities. Clubs sometimes had political or civic interests in addition to social ones.

Savannah had several taverns or public houses. Drinking and gambling were popular, but these places served another purpose in colonial Georgia.

They provided a place for people to meet and exchange the news of the day.

Those who could read obtained books from booksellers and libraries. In 1763, they could also buy Savannah's first newspaper, the *Georgia Gazette*.



Georgia Gazette

**SHOE MAKER**



**SPINNER**



**BLACKSMITH**





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## LIFE IN THE BACKCOUNTRY

Even though Savannah was the heart of the colony, by the 1760s Georgia's real growth was in the frontier area known as the backcountry. Augusta was the one area in the colony to grow steadily. Like Savannah, it was a planned town located on the river. Once again, Noble Jones was called on for survey work to divide the area into town lots. Augusta began in 1736 as a station used by Indian traders on their way into Creek and Cherokee country. Later, as settlers moved into Georgia from Virginia and the Carolinas, Augusta became the gateway to the backcountry. It was the unofficial capital of Georgia's frontier.

In contrast to life in Savannah, living on the frontier was rowdy, rugged, and simple. The self-reliance necessary to live on the frontier created a Georgian with an outlook different from that of Georgians

who lived on the coast. Backcountry settlers had to rely on their own skills to get by. There were few rules, and people didn't like government to interfere in their lives.



The new settlers were primarily small-scale farmers. They arrived in carts or wagons, using the trading paths



Backcountry Settlers

[Transcript](#)



and Indian trails that crisscrossed the backcountry. A family's belongings might include simple tools, guns, a spinning wheel, and kitchen items such as churns, iron pots, and dippers. The settlers cut down trees and cleared the land. Men and boys spent their days tending the crops, building or repairing farm buildings, or hunting for food. Women tended the garden, cared for the children, prepared meals, and sewed the family's clothes.

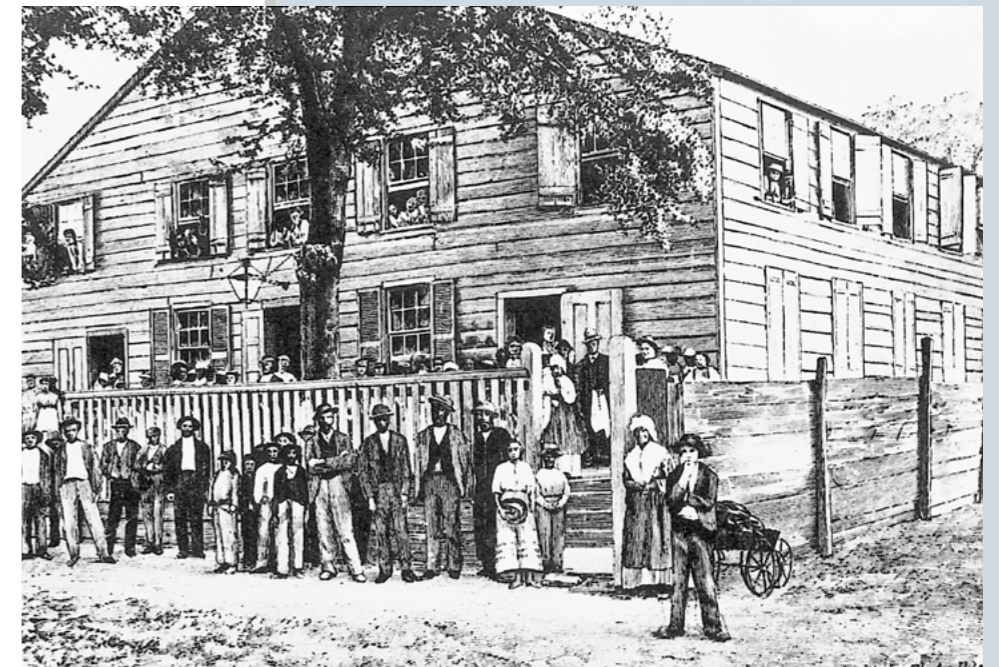
Dances, shooting matches, and horse races were some of the few recreational events on the frontier. But settlers often used their work gatherings—such as corn shuckings, barn raisings, and quilting bees—as social events.

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## EDUCATION

Neither the trustees nor the royal government established a school system in Georgia. As in other American colonies, children were taught mainly by their parents. A boy learned a trade or how to farm from his father. A girl learned from her mother how to manage a household. Sometimes boys who were orphans or from poor families would be “bound out” to a skilled mechanic or artisan to learn a trade. Girls might be bound out to a family to learn household skills.

The First African Baptist Church in Savannah is one of the oldest black congregations in America. Andrew Bryan was its first pastor. The church grew out of a congregation begun in 1777 by George Liele, a freed slave.



Large rice plantations developed along the Georgia coast. The Butler Plantation near Darien produced 1 million pounds of rice annually by 1844.





From time to time, schools were set up in Savannah, but only one, Bethesda Orphan House, lasted very long. Schoolmasters were often clergymen, and religion was taught along with reading, writing, and arithmetic. The larger plantations often had tutors for the planters' children. Most children in colonial Georgia, however, never went to school.

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## RELIGION

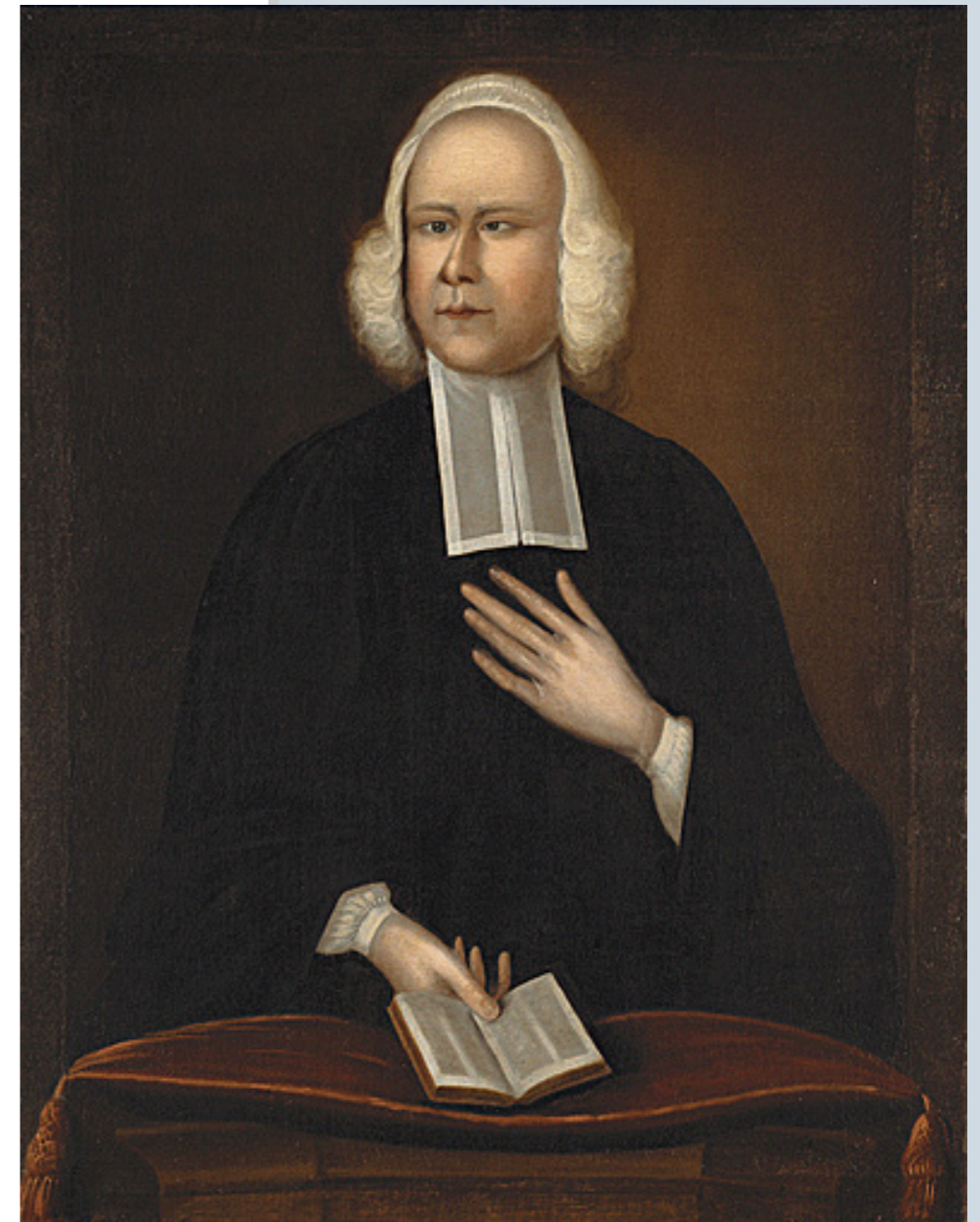
Georgia's trustees had been concerned about the religious life of the settlers. Hundreds of Bibles, prayer books, and other religious works were sent with the first group of colonists. The trustees also sent clergymen to the colony.

In Great Britain, the Anglican Church raised money for the new colony. Most of the settlers who came with Oglethorpe were Anglicans. However, other religious groups (except Roman Catholics) were

welcome to settle. After the American Revolution, Catholics were allowed to settle in Georgia. They built their first church in Wilkes County in 1796. The first Jewish families arrived in Savannah in 1733. One Jewish immigrant, Dr. Samuel Nunes, was noted for treating the illnesses and diseases the first colonists faced. Abraham De Lyon, an experienced winemaker, brought skills the trustees hoped to use in the colony. Also among the Jewish settlers were many young men who joined Oglethorpe's regiment to defend the colony.

The new colony also attracted Anglican clergymen. Two of them, John and Charles Wesley, came in 1736 to minister to the colonists and to convert the Indians to Christianity. Charles also served as Oglethorpe's

**George Whitefield** was a preacher who helped spread the Great Awakening in Britain, and especially in the American colonies



secretary. His brother, John, conducted religious instruction for children every Sunday—one of the earliest known “Sunday Schools.” John later became known as the founder of Methodism.

George Whitefield, another Anglican clergyman to come to the colony, established Bethesda Orphan House. Whitefield traveled throughout the colonies and made several trips to England preaching the “great awakening” of religion. At the time of his death in 1770, Whitefield was one of the best-known colonial clergymen. Phillis Wheatley, a 17-year-old slave and poet in Boston, honored him with “An Elegiac Poem, on the Death of that Celebrated Divine . . . George Whitefield.” Her poem received widespread acclaim.

When Georgia became a royal colony, interest in religion continued. The royal governor was required to see that the Sabbath was properly observed. In 1758,

the colonial assembly passed an act making the Church of England the colony’s official church. All Georgians were taxed to support the church but remained free to worship as they chose.

By the end of the colonial period, several different religious groups had churches in Savannah. Elsewhere in the colony, religion’s place in everyday life varied greatly. In Ebenezer, the church was the center of the community life. In the backcountry, except for Augusta, which had an Anglican church, religion barely existed. That would change with the arrival of Baptist and Methodist missionaries about the time of the Revolutionary War. ■

## LOCATING *the* MAIN IDEAS

- 1 **Define:** artisan
- 2 **Identify:** Noble Jones, Samuel Nunes, Abraham De Lyon, John and Charles Wesley, George Whitefield, Phillis Wheatley
- 3 Why did different social classes develop in Savannah? Why were social classes less likely to develop on Georgia’s frontier?
- 4 Why were taverns useful for keeping up with the news in colonial Georgia?
- 5 In what ways could children get an education in colonial Georgia?



# Vocabulary

- 1 **Artisan** - A person skilled in a craft, such as woodwork or metalwork.



## CHAPTER 7 QUIZ

Text Version