

★ WELCOME! ★

On behalf of Splash! Publications, we would like to welcome you to *Georgia*, one of 50 State History lessons. This lesson was designed by teachers with you and your students in mind.

THE FORMAT

We've created a color and black line version of this lesson. Use the color version for your White Board and the black line masters to make copies for your students. Our goal is a lesson that you can use immediately. No comprehension questions to write, activities to create, or vocabulary words to define. Simply make copies of the lesson for your students and start teaching.

THE VOCABULARY

Our lessons feature words in bold type. We have included a Glossary to help students pronounce and define the words. Unlike a dictionary, the definitions in the Glossary are concise and written in context. Remember, we're teachers! Students will be exposed to these vocabulary words in the comprehension activities. They will also be tested on the vocabulary words at the end of the lesson.

NOTE: The answers to all activities and quizzes are at the end of the lesson.

INTERACTIVE HISTORY NOTEBOOK

In addition to other higher-level Common Core aligned activities, we have included step-by-step directions for four Interactive Notebook activities that students will create and glue into a history notebook. When finished, the history notebook will provide students with a long lasting Georgia history reference. A composition book works well for keeping the Interactive Notebook activities.





CORE STANDARDS: THE “BIG IDEAS”

Core Standards help teachers prioritize instruction and connect the “big ideas” students need to know in order to advance. As a reading-based lesson, *Georgia* fosters literacy in Social Studies.

At the same time that students are learning important factual content about *Georgia*, they are meeting the Common Core Standards for English Language Arts and making connections to the “big ideas” in American History. Below is the legend used to abbreviate the Common Core Strands:

COMMON CORE STRAND CODE:

CC = COMMON CORE

RL = READING-LITERATURE

RI = READING INFORMATIONAL TEXT

RF = READING FOUNDATIONS SKILLS

W = WRITING

SL = SPEAKING LISTENING

L = LANGUAGE

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★ LESSONS *at a* GLANCE ★

THE LESSON PLAN

Before reading Georgia, students will:

- follow directions to create Vocabulary Organizers to glue into their Georgia history notebooks for ***boycott, charter, civilian, civilized, debt, financial, granite, justice, legislature, malaria, moderation, prohibited, proposed, prospered, protest, Protestants, racial, retained, sculptor, seceded, seamstress, surrendered, veterans, voluntarily.***

After reading Georgia, students will:

- answer Georgia Reading Comprehension Questions.
- complete Georgia Language Skills.
- answer questions about Georgia and then follow directions to create a History Cube to glue into their Georgia history notebooks.
- follow directions to create an Interactive Time Line to glue into their Georgia history notebooks that illustrates eight important events in Georgia's history.
- use the lesson, encyclopedias, the Internet, and other books from the library to research Martin Luther King, Jr. and create the game Find the Fib.
- follow directions to create a Two-Pocket Organizer for storing Find the Fib in their Georgia history notebooks.
- take a Vocabulary Quiz for Georgia.

THE GEORGIA LESSON IS ALIGNED WITH THESE 5TH GRADE CORE STANDARDS:

CC.5.RI.4, CC.5.RI.7, CC.5.RI.10, CC.5.RF.3A, CC.5.RF.4A, CC.5.W.7, CC.5.RF.4c, CC.5.L.4a, CC.5.L.4c, CC.5.L.6



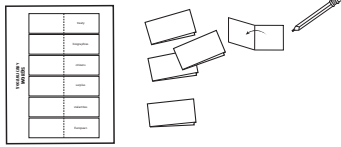
VOCABULARY ORGANIZERS

There are many new vocabulary words to learn before beginning your study of Georgia. Your Georgia history notebook is a great place to record and store the words and definitions that you will need to be familiar with during this lesson.

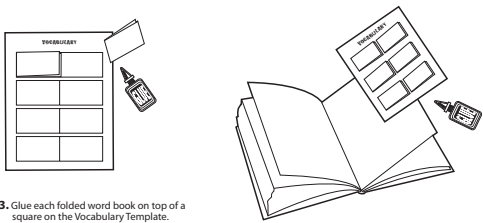
Directions: Choose the next four blank pages in your Georgia history notebook. Using the Glossary provided by your teacher and the Vocabulary templates, follow the directions below to create and glue four Vocabulary Organizers securely into your history notebook.



1. Cut each Vocabulary Template along all bold lines.



2. Cut out all the vocabulary words along the bold lines and fold along the dotted lines. Open each vocabulary word book and write the definition inside.



3. Glue each folded word book on top of a square on the Vocabulary Template.

4. Glue each completed Vocabulary Template into your notebook.



	prohibited
	surrendered
	malaria
	legislature
	sculptor
	retained

VOCABULARY WORDS

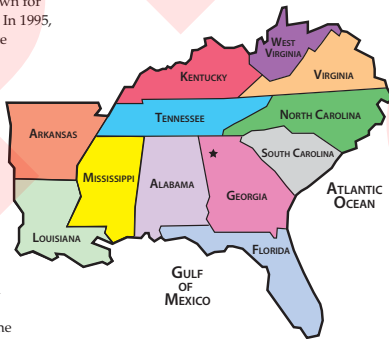


Georgia, the Peach State, is one of 12 states in the Southeast region of the United States. Georgia's peach growers are known for producing high quality peaches. In 1995, the peach became the official state fruit.

Georgia has had many other nicknames over the years. It has been known as the Buzzard State, the Cracker State, the Goober State, the Empire State, and the Yankee Land of the South.

Georgia is the largest state east of the Mississippi River. It is the only state whose name honors an English king. In 1732, King George II of England granted the original **charter** for the land now known as Georgia.

The capital and largest city of Georgia is Atlanta. Atlanta is the transportation, commercial, and **financial** center of the Southeast region. The state bird of Georgia is the Brown Thrasher. The state flower is the Cherokee Rose, and the state tree is the Live Oak. Georgia's motto is "Wisdom, **Justice**, and **Moderation**."



A DEBTOR'S COLONY

Before European settlers arrived, Georgia was home to Native Americans of the peaceful Cherokee and Creek tribes. In 1539, Spanish explorer Hernando de Soto passed through Georgia looking for gold. As a result of de Soto's travels, Georgia was claimed by Spain.

In 1732, King George II granted a charter to a group of wealthy Englishmen headed by James E. Oglethorpe. The plan was to start a colony for people in the other 12 colonies who were poor, in **debt**, or unable to find a job. King George II hoped that the colonists in Georgia would be able to keep out the Spaniards in Florida and the French in Louisiana. Oglethorpe also wanted to offer religious freedom to **Protestants** from Germany and Austria.

RAISING SILKWORMS IN GEORGIA

Georgia would be a place for all of these people to earn money by raising silkworms and planting crops of wine grapes. The profits from selling these items would be used to pay the settlers' debts.

In 1733, Oglethorpe arrived in Georgia with about 120 followers. He settled in Savannah and named his colony Georgia, in honor of King George II. This was the last of the 13 original colonies established by England. Each settler was given 50 acres of land for raising their wine grapes and silkworms. The colonists were not allowed to buy slaves to help work their small farms.

Unfortunately, many of the colonists got sick with **malaria**. They found it impossible to keep up with the large farms worked by slaves in nearby South Carolina. The colonists also discovered that silkworms and wine grapes did not grow well in Georgia's soil. Many of the colonists left.

James Oglethorpe was told that Spain was planning to take over Georgia. In 1734, Oglethorpe went back to England. He brought back more colonists and soldiers. In 1736, he built Fort Frederica to protect his colony. In 1742, Spaniards from Florida attacked Georgia. James Oglethorpe was ready for them. Oglethorpe's soldiers defeated the Spaniards and **retained** Georgia for England.



JAMES E. OGLETHORPE

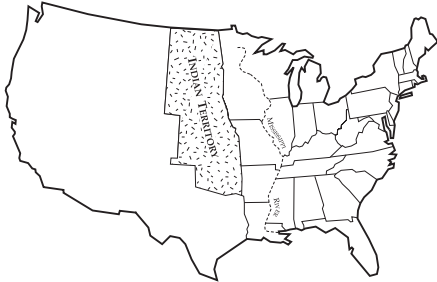


THE INDIAN REMOVAL ACT

In 1803, the United States nearly doubled in size when it purchased the Louisiana Territory from France. The new territory was explored. It was reported that much of the land was unfit for American settlers. The United States government decided that this land would make a perfect place for Native Americans. Many tribes in the Southeast region signed treaties with the United States and moved to the Indian Territory. The Indian Territory was west of the Mississippi River in the present-day states of Oklahoma, Kansas, Nebraska, and the Dakotas.

Many Southeast tribes signed treaties, but they did not want to move. They had homes, hunting grounds, and farms in the Southeast. They felt that their leaders had been tricked into signing treaties with the United States government. These tribes simply refused to go to the Indian Territory.

In 1830, Congress signed the Indian Removal Act. The Indian Removal Act forced the Native Americans to honor their treaties. In return for giving up all of their land in the Southeast, the Native Americans were promised yearly payments of money. They were also promised huge areas of land in the Indian Territory where they could live forever.



FAST FACTS

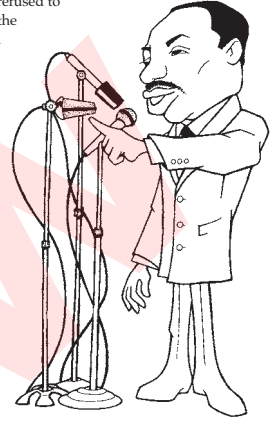
- From 1814 to 1824, eleven treaties were signed by Native Americans of the Southeast region. Andrew Jackson personally arranged nine of these treaties.
- Before Congress passed the Indian Removal Act, the treaties were signed voluntarily. The tribes hoped that by signing the treaties peacefully they could hold on to some of their land in the Southeast and avoid conflicts with white settlers.
- Some of the tribes in the Southeast tried to avoid removal by becoming more like white settlers. They learned to plant cotton on large plantations, bought slaves, and sent their children to school. They became known as the Five Civilized Tribes.

MARTIN LUTHER KING, JR.

Martin Luther King, Jr. was born and raised in Atlanta, Georgia. After finishing college, King became a Baptist minister and settled with his wife in Montgomery, Alabama. He had been in Montgomery less than a year when Rosa Parks was arrested. Martin Luther King, Jr. led Montgomery's black citizens in a protest against Mrs. Parks's arrest. For 382 days, black citizens banded together and refused to ride the buses in Montgomery. This **boycott** was the first organized mass protest by blacks in Southern history.

Martin Luther King, Jr. went on to become a famous leader of the Civil Rights Movement. This movement fought for blacks to receive the equal treatment that they were promised when the United States Constitution was written. King traveled, gave speeches, and wrote books encouraging black Americans to fight against racial discrimination in peaceful ways.

Groups of white and black college students joined with other young people and followed King's suggestion. They participated in sit-ins, boycotts, and marches throughout the South. Through their peaceful efforts, they ended discrimination in many public places, including restaurants, hotels, theaters, and cemeteries.



MARTIN LUTHER KING, JR.

THE MARCH ON WASHINGTON

In 1960, Martin Luther King, Jr. moved his family back to Atlanta and became a pastor with his father. He became president of the Southern Christian Leadership Conference and continued his message of peaceful protests. Many cities and towns ignored the Civil Rights Movement and continued to refuse service to blacks.

Martin Luther King, Jr. and other black leaders felt that the United States government needed to make laws that required all business owners to treat blacks equally. In 1963, black leaders organized the March on Washington. More than 200,000 black and white Americans took part in the march. At one point during the march, Martin Luther King, Jr. gave a famous speech. In his "I Have a Dream" speech, he told the crowd about his dream that one day all Americans would enjoy equality and justice.

In January 1964, *Time* put Martin Luther King, Jr. on the front cover of its magazine. King had been chosen as *Time* magazine's "Man of the Year." This was the first time in history that a black American was honored with this award. Later that same year, he became the youngest person ever to receive the Nobel Peace Prize. The Nobel Peace Prize has been awarded each year since 1901, to people who make a difference in other peoples' lives.

Name _____

GEORGIA

Directions: Read each question. Darken the circle for the correct answer.

- According to the third paragraph about Georgia, it is the only state whose name honors -
 - A a fruit
 - B a United States president
 - C an English king
 - D a prehistoric animal
- All of these things about Georgia's first colony are true except -
 - F it was the last of the 13 original colonies established by England
 - G it was established to help people from other colonies who were poor
 - H settlers were given land for growing wine grapes and silkworms
 - J slaves were purchased from other colonies to work on small farms
- Which words about the Indian Removal Act show that the Native Americans believed they were treated unfairly by the United States?
 - A ...new territory was explored...
 - B ...did not want to move...
 - C ...felt their leaders had been tricked...
 - D ...promised yearly payments...
- What can you learn by reading about the Trail of Tears?
 - F Most of the Native Americans volunteered to go to the Indian Territory.
 - G Native Americans who refused to go were permitted to stay in Georgia.
 - H Thousands of Native Americans died along the trail.
 - J Plenty of food was supplied along the trail.

Directions: Darken the circle for the sentence that uses the underlined word in the same way as the sentence in the box.

- Georgia's first colony was a place where poor people could earn money.

In which sentence does place have the same meaning as the sentence above?

- A Please place the cup on the table.
- B This place is perfect for a picnic.
- C I came in third place during the race.
- D When you finish, place the test here.

- Many of Georgia's first colonists left after just one year.

In which sentence does left have the same meaning as the sentence above?

- F Are there any donuts left?
- G There are still 40 days of school left.
- H Turn left at the first street light.
- J I left as soon as the dance ended.

- King George II let the colonists plant whatever they wanted.

In which sentence does plant have the same meaning as the sentence above?

- A I'm going to plant roses this summer.
- B My father works at the water treatment plant.
- C A carrot plant needs plenty of water.
- D Please put the plant on my desk.

- Answers**
- | | |
|-----------|-----------|
| 1 A B C D | 5 A B C D |
| 2 F G H J | 6 F G H J |
| 3 A B C D | 7 A B C D |
| 4 F G H J | |

HISTORY CUBE

In this activity, you will use what you have learned about Georgia to make a History Cube that will tuck securely into your Georgia history notebook.

As you complete the History Cube outline, be careful to use proper *capitalization, spelling, and punctuation*.

Part I

Directions: Use the Georgia History lesson to answer each of the questions below. Write your answers on the lines of three squares on the History Cube outline.

- What is Georgia's state bird, state flower, and state tree?
- What is Georgia's nickname? Why was this nickname chosen for Georgia?
- Where is Georgia's capital and what is the state's motto?

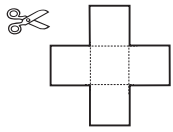
In the remaining two squares, list two interesting facts that you learned while studying about Georgia.



HISTORY CUBE

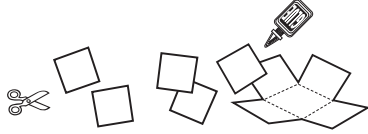
Part II

Follow the directions below to assemble and glue your History Cube onto the next blank page of your Georgia history notebook.



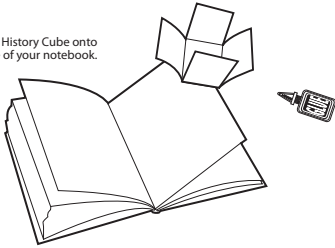
1. Cut out the History Cube pattern along the dark solid lines. Color the state outline and the letters in the name of the state.

2. Fold the pattern along the dotted lines so that the questions are on the outside.



3. Cut out the three squares with your answers to the questions on them and glue each **correct** answer on the underside of each question on the History Cube pattern. Glue one of the remaining two squares to the middle and the other remaining square on the underside of the title square.

4. Glue the completed History Cube onto the next blank page of your notebook.



5. Test out your History Cube by folding the pages in to make a square. (The title page should be on top.) Read the first question and flip the square back to reveal the answer glued underneath.

INTERACTIVE TIME LINE

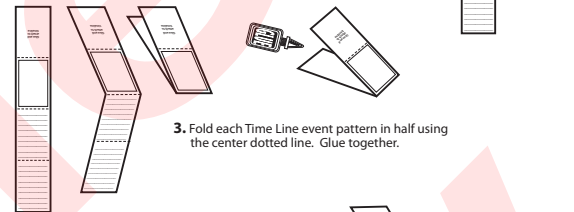
In this activity, you will use what you have learned about Georgia's history to make an Interactive Time Line that tucks securely into your Georgia history notebook.

Directions: Choose the next two blank face-to-face pages in your history notebook. Using the Georgia History lesson and the Time Line patterns, follow the directions below and on the next page to create two Interactive Time Lines.



1. Cut out the eight Time Line event patterns along the outside bold lines.

2. Use the lesson to write two facts on the lines of each Time Line event. Use correct capitalization, spelling, and punctuation.



3. Fold each Time Line event pattern in half using the center dotted line. Glue together.

4. Again, fold each Time Line event pattern in half using the dotted line.

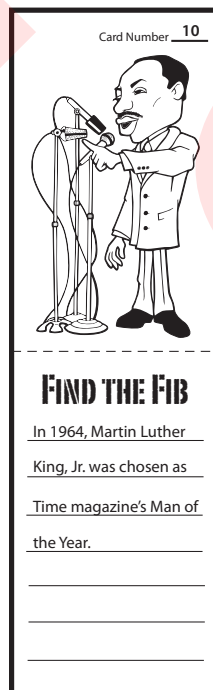
FIND THE FIB GAME

In this activity, you will use what you have learned about Martin Luther King, Jr. to make a Find the Fib Game to add to your Georgia history notebook.

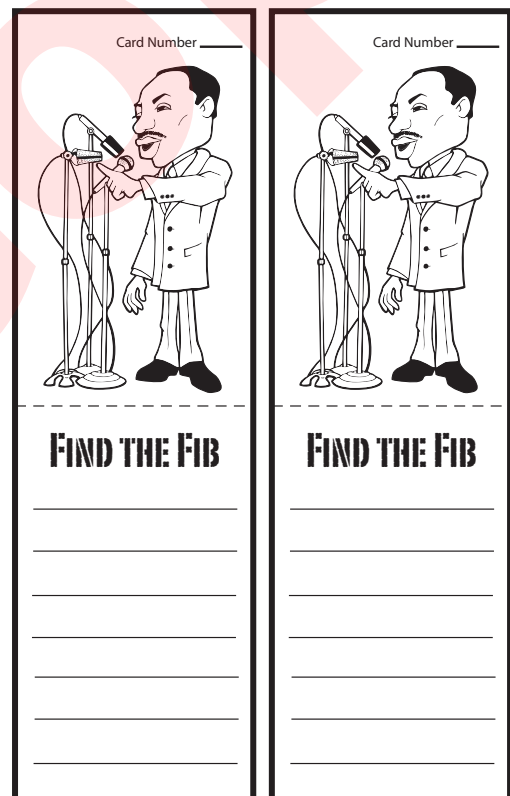
Part I

Directions:

- Use your scissors to cut apart twenty Find the Fib cards, the Answer Key, and two Answer Sheet cards along the bold outside lines.
- Neatly color the picture of Martin Luther King, Jr. on each card.
- Use the information you have read about Martin Luther King, Jr., encyclopedias, books in the library, the Internet, and other sources to find 15 true facts about Martin Luther King, Jr.
- Write each fact on a separate card using correct capitalization, spelling, and punctuation. You must fit the whole fact on one side of the card.
- Make up 5 false facts, or "fibs" about Martin Luther King, Jr. Make each fib as believable as possible so that it can't be easily seen as a fib.
- Write each fib on a separate card, just like you did with the true facts. Again, use correct capitalization, spelling, and punctuation, and fit the whole fib on one side of the card.
- Fold each Find the Fib card in half along the dotted line so that the words are on the outside. Glue the blank sides together.
- Mix and shuffle all of the Find the Fib cards together, so the true facts and fibs are mixed.
- Number the cards 1-20.
- Use the Answer Key card to make an answer key for yourself so you will know which cards contain the true facts and which cards contain the fibs.
- Fold and glue the Answer Key card and two Answer Sheet cards so the words are on the outside and the blank sides are glued together.
- Give your Find the Fib Game and Answer Sheet cards to two other students. Each student should write his or her name on one Answer Sheet card and use the Answer Sheet to list which cards are true and which cards are fibs. Use your Answer Key to grade each student.

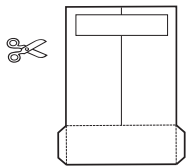


FIND THE FIB CARDS

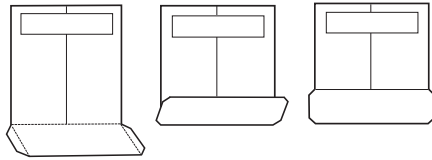


Part II

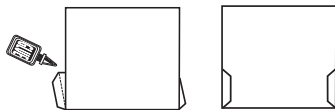
Follow the directions below and on the next page to make a Two-Pocket Organizer so you can store your Find the Fib Game in your Georgia history notebook.



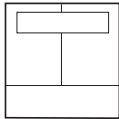
1. Cut out the Two-Pocket graphic organizer along the outside bold lines.



2. Fold the bottom section up along the dotted lines as shown to make a pocket.



3. Flip the organizer over. Fold the tabs along the dotted lines and glue the tabs to the back of the Two-Pocket organizer to hold the pocket in place.



4. After you have glued the tabs to the back, turn your Two-Pocket organizer back around.

VOCABULARY QUIZ
GEORGIA

Directions: Match the vocabulary word on the left with its definition on the right. Put the letter for the definition on the blank next to the vocabulary word it matches. Use each word and definition only once.

- | | |
|---------------------|---|
| 1. _____protest | A. a contract which gives one group power over another. |
| 2. _____seamstress | B. a person not actively involved in the military. |
| 3. _____moderation | C. a highly developed group of people. |
| 4. _____justice | D. withdrew from the Union. |
| 5. _____civilized | E. money that is owed to someone else. |
| 6. _____voluntarily | F. having to do with money. |
| 7. _____malaria | G. a hard rock containing crystals and formed over millions of years. |
| 8. _____debt | H. fairness in the court system. |
| 9. _____legislature | I. a group of people with the power to make laws. |
| 10. _____prospered | J. an infectious human disease caused by mosquitoes that spreads to other humans and results in chills and fever. |
| 11. _____civilian | K. avoiding any extreme behavior. |
| 12. _____granite | L. to show unhappiness with a rule by refusing to buy or use services. |
| | M. suggested. |



GLOSSARY

- a•ban•doned** gave up completely.
- a•bide** agree to follow the rules.
- a•bol•ish** stop or put an end to.
- a•bo•li•tion•ist** a person who fought to end slavery.
- a•bun•dant** plentiful, more than enough.
- ad•vised** helped make decisions and gave advice.
- ag•ri•cul•tur•al** type of work that involves planting crops and raising farm animals.
- al•lies** groups of people who come together to help one another in times of trouble.
- am•bushed** attacked without warning.
- a•mend•ment** change in wording or meaning.
- am•mu•ni•tion** bullets and explosive items used in war.
- an•cient** a long time ago.
- an•nu•al** an event that takes place once each year.
- an•them** a song of praise and love for one's country.
- ap•point•ed** chosen or selected.
- a•r•chae•ol•o•gists** scientists who study past human life by looking at prehistoric fossils and tools.
- a•r•ti•facts** objects and tools used by early humans for eating, cooking, and hunting.
- as•sas•si•nat•ed** murdered by a surprise or secret attack.
- as•sault** a violent attack.
- au•to•bi•og•ra•phy** the story of your life written by you.
- a•za•lea** a small plant that sheds its leaves in the fall and has flowers of many colors which are shaped like funnels.
- B.C.** the period in history before the birth of Christ.
- bar•rier is•land** long sandy island that runs next to a shore and provides protection from hurricanes and tidal waves.
- bay** a body of water surrounded by land that opens to the sea.
- bi•og•ra•phies** stories of a person's life written by someone else.
- bor•der** to lie right next to something.
- bow•ie knives** single-edged hunting knives with part of the back edge sharpened and curved to a point.

ANSWERS

COMPREHENSION QUESTIONS

- | | |
|---------|----------|
| READING | LANGUAGE |
| 1. C | 1. B |
| 2. J | 2. F |
| 3. C | 3. D |
| 4. H | 4. G |
| 5. B | 5. B |
| 6. J | 6. H |
| 7. A | 7. C |
| | 8. G |
| | 9. D |
| | 10. H |

VOCABULARY QUIZ

- | | |
|-------|-------|
| 1. O | 13. Q |
| 2. T | 14. V |
| 3. K | 15. P |
| 4. H | 16. U |
| 5. C | 17. M |
| 6. W | 18. A |
| 7. J | 19. F |
| 8. E | 20. S |
| 9. I | 21. X |
| 10. N | 22. D |
| 11. B | 23. L |
| 12. G | 24. R |

FIND THE FIB GRADING CHART

CRITERIA	3	2	1	0	SCORE
TRUE CARDS	Used appropriate sources to write 15 true facts on 15 Find the Fib cards.	Used appropriate sources to write 9-14 true facts on Find the Fib cards.	Used appropriate sources to write 1-8 true facts on 1-8 Find the Fib cards.	Didn't attempt to write any true facts on Find the Fib cards.	
FIB CARDS AND ANSWER KEY	Wrote 5 fibs on 5 Find the Fib cards. Created an Answer Key.	Wrote 3-4 fibs on 3-4 Find the Fib cards. Created an Answer Key.	Wrote 1-5 fibs on 1-5 Find the Fib cards OR created an Answer Key.	Didn't attempt to write any fibs on Find the Fib cards or create an Answer Key.	
FIND THE FIB GAME	Gave game and Answer Sheet to two other students. Graded each student's Answer Sheet.	Gave game and Answer Sheet to one other student. Graded student's Answer Sheet.	Gave game and Answer Sheet to one or two other students, but didn't grade Answer Sheet.	Didn't attempt to give game to any other students.	
POCKET ORGANIZER ASSEMBLY	Followed directions to correctly cut, assemble, and glue Pocket Organizer into notebook.	Followed directions to correctly cut, assemble, OR glue Pocket Organizer into notebook.	Cut, assembled, and glued Pocket Organizer into notebook, but it was messy; directions were not followed.	Didn't attempt to cut, assemble, or glue Pocket Organizer into notebook.	
CONVENTIONS <small>capitalization, spelling, punctuation</small>	Had less than 6 convention errors in Find the Fib Game.	Had 6-10 convention errors in Find the Fib Game.	Had 11-15 convention errors in Find the Fib Game.	Had more than 15 errors in Find the Fib Game.	
				TOTAL	