



## Colonial Georgia Educational Field Trip

### Pre-Trip Information

Stone Mountain Park is home to the Thornton House, one of the oldest buildings in the state of Georgia. Built just after the Revolutionary War, it is the same Virginia cottage style home that was commonly found in Williamsburg. Your students will learn how a family lived in the past when Georgia was one of the 13 original colonies. Students will visit, and be guided through, this Revolutionary-era house which originally was part of an indigo plantation. They will get a chance to see what Georgia was like when America was becoming an independent nation. Interpreters will also bring this period to life for your students with live, interactive demonstrations throughout the Historic Square. Teachers and students may spend as much time as they wish exploring the rest of the buildings and examining artifacts located in the Historic Square.

Your program also includes a visit to our Farmyard. This area features heritage livestock breeds that would have been kept on a Georgia farm in the mid 1800s. Here your students can interact with friendly farm animals while learning about the important roles the animals played in the lives of civilians. Also included in this field trip is a self guided tour of Memorial Hall Museum located across the street from the Square.

This program runs approximately 60-90 minutes.

#### **How to prepare your students for the program and trip:**

Students should be reading and learning about colonial times in Georgia. Talk about and discuss the 13 original colonies, particularly what life was like in colonial Georgia and how the lifestyle and dress compare to present day. Discuss what kinds of people were living in Georgia before it became a colony, and how that affected establishing and building the Georgia colony.

#### **Day of your field trip:**

Schools will arrive by bus at the Historic Square at least 20 minutes prior to the program start time. You will unload your students in front of JJ Maddox General Store and you will be greeted by staff.

\*\*Restrooms are located off of the main parking lot at the Historic Square location just across from The General Store.

**Georgia Performance Standards aligned with this program:**

SS2H1 (a), SS2G2 (a) (b) (c), SS2CG3, SS4H2 (b), SS4H3 (a) (b), SS4G2 (c), SS4CG5, SS4E1 (b), SS8H1 (c), SS8H2 (a), SS8G1 (a) (c) (d), SS8E1

**Grade 2:**

**SS2H1 The student will read about and describe the lives of historical figures in Georgia history.**

Identify the contributions made by these historic figures: James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia); Sequoyah (development of a Cherokee alphabet); Jackie Robinson (sports); Martin Luther King, Jr. (civil rights); Jimmy Carter (leadership and human rights)

**SS2G2 The student will describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia's Creeks and Cherokees.**

- a. Identify specific locations that were significant to the life and times of each historic figure on a political map.
- b. Describe how place (physical and human characteristics) had an impact on the lives of each historic figure.
- c. Describe how each historic figure adapted to and was influenced by his/her environment.

**SS2CG3 The student will give examples of how the historical figures under study demonstrate the positive citizenship traits of honesty, dependability, liberty, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.**

**Grade 4:**

**SS4H2 The student will describe European exploration in North America.**

- b. Cite examples of cooperation and conflict between Europeans and Native Americans.

**SS4H3 The student will explain the factors that shaped British colonial America.**

- a. Compare and contrast life in the New England, Mid-Atlantic, and Southern colonies
- b. Describe colonial life in America as experienced by various people, including large landowners, farmers, artisans, women, indentured servants, slaves, and Native Americans.

**SS4G2 The student will describe how physical systems affect human systems.**

- c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities practiced therein.

**SS4CG5 The student will name positive character traits of key historical figures and government leaders (honesty, patriotism, courage, trustworthiness).**

**SS4E1 The student will use basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.**

- b. Explain how price incentives affect people's behavior and choices (such as colonial decisions about what crops to grow and which products to produce).

**Grade 8:**

**SS8H1 The student will evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia.**

**c.** Explain reasons for European exploration and settlement in North America, with emphasis on the interests of the French, Spanish, and British in the southeastern area.

**SS8H2 The student will analyze the colonial period of Georgia's history.**

**a.** Explain the importance of James Oglethorpe, the Charter of 1732, and reasons for settlement (charity, economics, and defense), Tomochichi, Mary Musgrove, and the city of Savannah.

**SS8G1 The student will describe Georgia with regards to physical features and location.**

**a.** Locate Georgia in relation to region, nation, continent, and hemispheres.

**c.** Locate and evaluate the importance of key physical features on the development of Georgia; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands.

**d.** Evaluate the impact of climate on Georgia's development.

**SS8E1 The student will give examples of the kinds of goods and services produced in Georgia in different historical period**

# Colonial Georgia – History Programs at the Historic Square

## Introduction, Activity and Discussion Guide

The time period in America before the Revolutionary War was called the Colonial Era. This era dated from 1607 to 1775, which was the beginning of the Revolutionary War. In 1775 there were 58,000 people in Georgia. It is unclear if this number includes slaves or not. This population is only about half the number of people that can fill a large football stadium, compared to the 10,214,861 people living in Georgia today.

A colony is a land that is governed or ruled by another land far away. During the Colonial Era, there were 13 British colonies that eventually became the United States of America. These colonies did not have their own government, but instead were established and ruled by Great Britain. Georgia was one of these 13 original colonies.

Before Georgia was ruled by Great Britain, the people living in Georgia were Native Americans who had lived here for thousands of years. When Hernando Desoto, one of the first European explorers from Spain, arrived in Georgia there were at least 12 different chiefdoms of Native Americans living throughout the state; some of whom were the Creek and Cherokee. Approximately 200 years after Desoto arrived, a British general named James Oglethorpe established Georgia as a colony, and this marked the last of the 13 original colonies.

Oglethorpe was a prison reformer from Great Britain where people were often jailed because they couldn't pay their debts. He envisioned his new colony, Georgia, as a place for those unfortunate people to begin a new life. Georgia was also a good location for a colony because it placed a military buffer between Florida, which was then ruled by the Spanish and the rest of the 12 other British colonies. Oglethorpe later became Georgia's first governor, as well as founder and builder of the city of Savannah. The people who were living in the Savannah area at that time were the Yamacraw Indians. Oglethorpe, with the help and interpretation of Mary Musgrove, who was part Indian, asked the Yamacraw Indian Chief, Tomochichi for permission to build Savannah, which he granted.

The Georgia colony and Savannah area needed to thrive, so they developed a silk industry. This industry survived for only a short period of time due to climate and geographical conditions. They then cultivated rice and indigo, which were much more conducive to growing in the surrounding Georgia climate and geography. These two crops allowed the Georgia colony to thrive.

Indigo was such a good crop that Redmond Thornton moved his family from Virginia to Georgia. Here, he built the Thornton House, which was the same colonial Virginia style cottage was familiar with. The Thorntons operated a large indigo plantation in what is now Greene County, Georgia and lived in the Thornton House which was located on their plantation.

At the Thornton House you will see: the brick pathways called the courting garden, the original blue paint colored from the indigo dye, the warming closet where they kept their food warm before it was served, the type of construction called "nogging" (where the bricks are built on the inside of the frame of the house). These are just a few of the many interesting features of this colonial style house.

**ACTIVITY #1:** Design and draw your own new city to show your family and friends back home. How does it compare to the drawings of Savannah back then? Does your drawing have open "squares" and what kind of transportation do you have? How do the pictures of your transportation compare to the pictures of transportation drawn back then? Have things changed much from back then to now?

**ACTIVITY #2 INTERPRETER:** Choose a student who speaks a different language to go to the front of the classroom. Choose another student who does not speak that language to also go to the front of the classroom. Have one student speak in a different language and have them ask for permission to build a fort in the other's backyard. What happens? Is it difficult to get the idea across? How hard would it be to go to a place where you don't speak the language and ask for something? What could you do? Come up with ways that you could try and communicate.

(NOTE\*\* If you do not have anyone that speaks different languages you can role play and make up a language etc. and have an interpreter)

**ACTIVITY #3 THORNTON HOUSE:** In a paragraph, describe some of the artifacts in the Thornton House. What were they used for? How are they different from what we use today?

Now ask a third student who can speak both languages to tell one student what the other student is saying by translating the language. This student is being an interpreter or translator. Does this person have an important job? Why or why not?

**FOR DISCUSSION:** Discuss how important the role of Mary Musgrove was for James Oglethorpe in asking Tomochichi for permission to build Savannah. Do you think that we would have the present day Savannah without her help? Why or why not? How important do you think it is today to have translators or interpreters? List different ways that this could help. Do you think that the president of the United States sometimes needs an interpreter? Do you think it is an important job? Why or why not? How important do you think a translator's job is? What could happen if the translator doesn't understand everything? Do you think it would be beneficial to learn more than one language? Why or why not?

## **Colonial Georgia – Vocabulary**

### **History Programs at Historic Square**

**Cherokee Indians** – The Cherokee are a Native American tribe who settled in principally Georgia, and also the Carolinas and East Tennessee.

**Cocoon** – The silky envelope spun by the larvae of many insects, including the silkworms, serving as a covering while they are in the pupal stage.

**Colonial Era** – The time period in America before the Revolutionary War.

**Colonial** – Pertaining to the 13 British colonies that later became the United States of America.

**Colony** – A land that is ruled or governed by another land far away. **1776 Continental Dollar** – In July of 1776 a new coinage was struck which was the Continental Dollar. It was made of silver, brass and pewter.

**Courting** – Another word for dating.

**Courting Garden** – A garden usually designed with walking pathways that were visible and by all windows of the house. This garden allowed gentlemen suitors and young ladies to stroll together with a little privacy but still be under the watchful eye of Mom and Dad.

**Creek Indians** – Also known as Muscogee, these coastal Native American people were the largest tribe that covered much of the present-day Southeastern United States.

**Debt** – Something that is owed or that one is bound to pay to or perform for another.

**Debtors' Prison** – Prior to the mid 19th century, a Debtor's Prison was where people were put in jail because they were unable to pay their debt.

**Flax** – A plant or shrub with blue flowers that is cultivated for its seeds and fibers. The fiber of this plant is made into thread and woven into linen fabrics.

**George Washington** – 1732–99 U.S. general and political leader: 1st president of the U.S. 1789–97.

**Ginger Beer** – A very popular beverage in the 18th century that was similar to today's ginger ale.

**Gorget** – A crescent-shaped ornament worn on a chain around the neck as a badge of rank by officers in the 17th and 18th centuries. Designed after an original piece of armor that was used to cover and protect the throat in battle.

**Governor** – A ruler or chief magistrate appointed to govern a province, town, fort or the like.

**Hernando DeSoto** – An early Spanish explorer who led an expedition through Georgia in 1540 that came to the new world seeking gold and riches.

**Indigo** – Indigo is a type of plant that was grown on Plantations by Georgia colonists for dark blue dye which was extracted from leaves of the plant. It was used for dyeing fabric and other materials.

**Interpreter** – A person who provides an oral translation between persons who speak different languages.

**James Oglethorpe** – 1696-1785 - A British legislator, colonial governor and army officer. He was the founder and early leader of the colony of Georgia.

**King George II** – The ruling king of Great Britain from 1727 until his death in 1760. On April 21, 1732, George II granted a charter to James Oglethorpe, creating the Georgia Colony. It was one of the Southern colonies in British North America, and was the last of the thirteen original colonies established by Great Britain which later became the United States.

**Mary Musgrove** – She was the daughter of an English trader and a Creek Indian who married English settler John Musgrove. Mary Musgrove spoke both the Creek language and English. She served as an interpreter for James Oglethorpe and the Yamacraw Indian chief Tomochichi. She was instrumental in the peaceful founding of Savannah, and the Georgia colony. She served as Oglethorpe's principal interpreter from 1733 until 1743.

**Mulberry Tree** – A tree bearing either dark or white colored edible fruit, depending on the species. Silkworms fed on the leaves.

**Nogging** – A particular type of construction used during the colonial era where the house or building is made with the bricks on the inside structure and then covered by wood frame or siding on the outside. This type of construction made a house extremely strong. It was also considered in poor taste to show exposed bricks in the 1780's.

**Olde English Southdown Sheep** – One of the oldest English breeds of sheep with bloodlines that date as far back as the British nobles. The standardized Southdown breed originated in the 1700's on the South Down hills of Sussex County, England by a man named John Ellman. These small sheep were known then for their extreme hardiness & produced meat with unmatched tenderness & flavor of any other breed of sheep. The introduction of the Southdown to the United States possibly occurred in the 1600s, when the sheep were brought to Jamestown, Virginia in 1609, and to Plymouth, Massachusetts in 1628.

**Pickling** – A method of preserving food by using salt, sugar, spices and vinegar.

**Pieces of Eight or Spanish Dollar** – The Spanish Eight Reale coin was the most commonly circulated silver coin in Colonial America. Because of the extreme shortage of small silver currencies, the Eight Reale coin was often cut into pieces or "bits".

**Plantation** – Usually a large farm or estate on which cotton, tobacco, coffee, indigo, sugar cane or the like is cultivated by resident laborers.

**Porridge** – A breakfast food made from oatmeal or some grain that is boiled to a thick consistency in either water or milk.

**Revolutionary War** – This war began between the Kingdom of Great Britain and the thirteen British colonies in North America over what the colonists felt were unfair taxes – such as the Stamp Act of 1765.

**Redmond Thornton** – Wealthy man, Virginia who relocated to Greene County, Georgia where he built the Virginia cottage style Thornton House; the manor house of a large indigo plantation.

**Regent** – A ruler; a person who exercises the ruling power in a kingdom during the minority, absence, or disability of the sovereign.

**Sandwich** – The name sandwich was given to “meat” put between layers of bread and then eaten. The word was recorded in a journal in 1762 and was rumored to come from a story about John Montagu the 4th Earl of Sandwich. He was a gambling man who requested that his cook prepare his meat/food in such a way that he could eat it with one hand without using utensils so as not to interfere with his game. Sandwiches have been eaten for hundreds, if not thousands of years before that.

**Savannah** – The name of the city founded by James Oglethorpe on the Georgia coast and next to the Savannah River.

**Shrubs** – A drink made of fruit syrup mixed with vinegar, brandy or wine which was considered to be healthy to drink.

**Silk** – The soft, lustrous fiber obtained as a very fine thread from the cocoon of a silkworm. Silk thread and silk cloth are made from this fiber.

**Silkworm** – The larva of the Chinese moth that feeds on leaves of the mulberry tree which was widely cultivated as a source of silk.

**Small Beer** – A low alcoholic beer that was drunk by the colonial working classes including children, because drinking water was often a cause of illness.

**Soapstone** – Soapstone is a metamorphic rock. It is a very soft stone due to the high composition of the mineral talc which only rates a 1 on the Mohs hardness scale. It can feel soapy to the touch; because of the high talc content. This stone has been used as a medium for carving for thousands of years. Bowls and pipes were among the many items made by Native Americans.

**Sundial Compass** – Solid brass compass with a folding sundial from the 18th century. The compass pointed the direction and the sundial told the approximate time when enough sun was out the cast a shadow.

**Supper** – The name given to a small meal before bed, which mostly consisted of leftovers and salads.

**Thornton House** – The oldest restored house in the state of Georgia. It was built just after the American Revolution around 1784.

**Tri Corn** – A colonial hat with the brim turned up on three sides making it a triangle shape.

**Tomochichi** – The Chief of the Yamacraw Indians. He was a very important figure in Georgia’s early history. He was the principal negotiator between the native population and English settlers. The word was recorded in a journal in 1762 and was rumored to come from Oglethorpe asked permission from to build Savannah.

**Warming Closet or Pent** – A confined space or closet built near the chimney or warm place in a house that held food that was ready and prepared to stay warm until the family was ready to eat or be served.



# Cookhouse

## For Colonial Georgia & History Programs at the Historic Square Introduction, Activity and Discussion Guide

The cookhouse was a separate structure from the main house where cooking and preparation took place. All plantations and many small farms in the south would have had a separate cookhouse. The meals were cooked in a separate house due to the great risk of fire. Cookhouses burned down often and it was easier to rebuild a smaller structure than to have to rebuild a whole house. Having a separate cookhouse also kept the main house smoke free and cooler in the summer time. The cookhouse would have provided meals for the main house and also for the slaves who worked in the house, fields and the barnyard area. On a plantation, the cooking was done by one main cook and a few “helper” cooks. Many of the jobs in the cookhouse were done by children including churning the butter, keeping the flies off of the food with a Shoo-fly, carrying food to the main house, washing dishes and pitting cherries, etc.

Most colonial cooks were often dressed in natural fibers such as linen or wool, which were not likely to catch fire. If the main cook’s dress was not made out of linen or wool then quite often there was an 8 inch wide or wider piece of wool sewn around the bottom of her skirt. This absorbent piece of wool may also have been dampened before starting to cook.

In the hotter months there were usually only two meals cooked in the cookhouse – a big breakfast in the morning and a large “dinner” in the mid afternoon. Supper was usually leftovers, as it got too hot to cook in the afternoons. When the meals were finished being cooked they were taken to the warming kitchen of the manor or main house. All was kept warm here until served to the family and guests.

The cookhouse in Historic Square has a large fireplace and a working beehive oven. The smaller rooms in the cookhouse contain equipment for washing and ironing clothes, making apple butter and spinning and carding the cotton and wool.

Artifacts in the 1800s cookhouse in the Historic Square include an apple peeler, cherry pitter, iron, fluting iron, coffee grinder, meat grinder, sausage stuffer, toe toaster, shredder, crane, three legged spider, butter churn, waffle iron, and kettle, in addition to many others. The scale found in the cook house measured the amount of ingredients needed for cooking, as standardized measuring cups and spoons had not yet been invented.

**FOR DISCUSSION PRE-TRIP:** Discuss with your students what their kitchen is like at home. How is the food cooked? How is it kept cold? Where do they get their food from? Who does the cooking at home? Does dad also sometimes cook? How many cooks and helpers are needed in the kitchen at home to prepare a meal today?

**PRE-TRIP ACTIVITY:** As an assignment, have your students learn some vocabulary words for the cookhouse. This will help them to understand what they are learning about on the day of the field trip.

## ACTIVITY: Churn and make butter in the classroom.

<http://buttermaking.blogspot.com/making-butter-in-the-classroom-with-kids/>

To begin, you will need very simple materials including: A small portion of heavy whipping cream, and, a small (or any size for that matter) glass jar that has a tight fitting lid.

### Making Butter in the Classroom

Here is how to make the butter:

1. Have the cream sit out of the refrigerator, at room temperature, for around 12 hours.
2. Put the cream into the glass jar. It may have a slightly sour smell which should cause you no concern.
3. Put the lid on the jar tightly – but be careful not to ruin the top by over-tightening.
4. Have your students shake the jar. We recommend that you have them count the number of shakes it takes to make butter.
5. They will have to occasionally open the lid to check for butter. However, they should feel the butter in the jar prior. When the butter is done, a lump of butter should appear in the jar.
6. Buttermilk will be around the butter in the jar. This is what buttermilk biscuits are made with.
7. Drain the milk from the jar and gently rinse the butter several times with water until the water is clear.
8. Drain out the water, and then place the butter in a small bowl. The butter is now ready to eat. You may want to take crackers or biscuits to class and enjoy the butter. Jelly or other sweeteners would be great.

**POST TRIP DISCUSSION:** Discuss how the cookhouse differed from our modern day kitchens. Compare the kitchen items used back then to the modern day items and appliances. How were the stoves different? Did the men ever cook in the 1800s? Discuss how much time was spent preparing a meal back then and how many helpers were needed as compared to today? Where did they get the food from in the 1800s?



## Vocabulary – Cookhouse

### History Programs at the Historic Square

**Apple Peeler**– Mechanical device which peeled apples very quickly.

**Beehive Oven** – Masonry oven, otherwise known as a brick oven or stone oven, consisting of a baking chamber made of fireproof brick, concrete, stone or clay, traditionally wood fired. These were used for baking breads, cakes or any task involving baking.

**Butter Churn** –a device used to convert cream into butter, usually made out of wood barrel

**Canning** – A method of preserving cooked food by sealing in cans or jars

**Cherry Pitter** – Simple mechanical device used in the late 1800s that quickly removed the pit from cherries.

**Chicory** – A plant cultivated for the leaves to be used in salads and the root to be roasted, ground and used as a substitute for coffee.

**Cookhouse** – A separate house used for cooking and preparing all meals.

**Wafer Maker** –black iron device used to cook biscuits or cookies. The dough was placed between the two discs, pressed together and then cooked in the open hearth.

**Crane** – Long iron arm or rod that sits next to side of the hearth. This arm swings into the center of the fireplace and has several notches to hold several pots. Swinging the arm either into the fire or away from the fire controlled the degree of applied heat.

**Fluting Iron** – A cranking device which crimped collars and cuffs to make ruffles.

**Open Hearth Cooking** – The cooking technique used primarily during the 18th and 19th centuries.

**Pickling** – A method of preserving food by using salt, sugar, spices, and vinegar.

**Porridge** – Usually a breakfast food made from oatmeal or some other meal or cereal that is boiled to a thick consistency in either water or milk.

**Plantation** – Usually a large farm or estate on which cotton, tobacco, coffee, indigo, sugar cane or other cash crops are cultivated by resident laborers.

**Preserve** – pickling, canning, or other ways of preparing foods for long time storage.

**Salt** – A very important staple and a method used to preserve meat, fish or cheese.

**Sausage Grinder** – Mechanical device used in the 1800s cookhouse to grind various meats.

**Sausage Stuffer** –With this device, seasoned ground meat is fed into the opening and forced into animal intestines as casings for the sausage.

**Scale** – This tool measured the amount of flour, sugar, butter etc. to use for cooking. Measuring cups had not yet been invented.

**Shredder** – Mechanical device used to shred tobacco, tea or other herbs.

**Smoke** – A method used to preserve meat, fish or cheese by exposure to smoke.

**Three Legged Spider** – Black cast iron cooking pot or frying pan with three legs.

**Waffle Press** – Black iron device used to make waffles.

# Vegetable Garden

## For Colonial Georgia & History Programs at the Historic Square Introduction, Activity and Discussion Guide

The vegetable garden is just outside of the cookhouse. Homes customarily had vegetable gardens during the 1800s. The garden provided fresh fruits and vegetables for the cookhouse and the family. The Historic Square garden is planted with vegetables in season from spring to fall along with a large herb bed. Apple trees, fig trees, muscadine vines and blueberry bushes are some of the plantings. There are also many varieties of flowers planted throughout the garden which attract pollinators, bees and wasps, and discourage pests. The garden at the Historic Square is farmed organically, just as it would have been in centuries past, with no chemical pesticides or fertilizers.

In the 1800s there were no grocery stores. People had to be self-sufficient growing all of their own fruits and vegetables. It was a year round job. In November the garden was planted entirely with grass. Then in February, manure was placed in the garden and worked into it. When March came the grass was dug up and turned upside down and then mud was placed on top of the grass. This process makes nitrogen which helps plants to grow. The prepared soil is then tilled up and made soft for preparation of seed planting or sowing which would take place after the last threat of frost. Fruits, vegetables and berries would be grown in the garden from around mid April through the first frost in the fall with the exception of some cold weather vegetables such as broccoli and cabbage.

Farmers and gardeners may also have put up several bat houses and bird houses around their gardens. These creatures were vital helpers to the garden. A pair of purple martin birds will eat about 20 pounds of insects in one growing season. Ladybugs are also a gardener's friend. They eat microscopic eggs of bad bugs and aphids. The praying mantis also eats destructive bad bugs. Scarecrows, cats, fences and even marigolds were natural ways used to keep pesky animals away. The marigold plant/flower keeps away aphids and can be used anywhere to deter Mexican bean beetles, squash bugs, thrips, tomato hornworms, and whiteflies. They are also known to repel harmful root knot nematodes (soil dwelling microscopic white worms) that attack tomatoes, potatoes, roses, and strawberries.

**PRE-TRIP ACTIVITY:** As an assignment, have your students learn the vocabulary words for the Vegetable Garden. This will help prepare them for what they will learn on the day of the field trip.

**DAY OF ACTIVITY:** Walk around the vegetable garden outside of the cookhouse and identify what is growing. Discuss what other things may have been grown. Talk about herbs and what they were used for. Touch and smell the ones growing. Notice the bird houses and bat houses in the garden. Discuss why it would be important to attract these kinds of creatures.

**POST ACTIVITY:** Plant your own herbs in a small pot in class and keep them by a sunny window. Make notes on the growing process charting how long they take to sprout and then grow. Assign one student a week to care for that herb, water, sun etc. and discuss the chores that the children would have had in and around the garden in the 1800s. Discuss how important the garden chores were. If the garden wasn't being taken care of, it would die and they would have no fresh food. Hang a bird house in a green space at your school or at your own house and notice if more birds are attracted to your yard or area. Also watch to see if the birds are catching and eating insects from your yard.

**FOR DISCUSSION:** Find out what vegetables are on the school menu for the week and discuss where they come from. Where and how are they grown today? Discuss how we go to the grocery store today to buy the fruits and vegetables that we need. In the 1800s they grew mostly everything that they needed and were self-sufficient. Discuss how canning and preserving made it possible for the folks in the 1800's to have vegetables in the winter.

**POST DISCUSSION:** Discuss what vegetables were growing in the garden at their time of visit. Make a note of what time of year it is. Discuss what seasons certain fruits and vegetables grow in. Discuss the Availability of food and how with the advancements in transportation and farming technology we can grow, buy and eat fresh fruits and vegetables all year long. In the 1800s they would only be able to get fresh fruit and vegetables during that growing season.

Ask the students if they can think of any fruits or vegetables that we eat today that were not grown in the 1800s. Discuss the diet today compared to then and how much of a difference there is in variety. Talk about how climate may have influenced the types of crops grown. Discuss the use of pesticides today and what they used in the 1800s to keep bugs and animals away. Compare which is healthier and how today more and more organically grown food is becoming available. Ask how many students' families grow some kind of fruit or vegetable at home. Do they taste better than those bought at the store? Why or why not?

## Vocabulary – Vegetable Garden

### History Programs at the Historic Square

**Aphid** – Numerous very small soft-bodied insects that suck the juices from plants, either damaging or killing the plant.

**Bed** – A plot of ground prepared for plants to grow in a vegetable garden.

**Companion Planting** – Companion planting is the planting of different plants near each other in the garden on the theory that they assist each other in nutrient uptake, pest control, pollination and other factors necessary to increasing crop productivity. Some combinations work because of scents they use to repel insects, others work because they attract good bugs.

**Cotton** – A plant that produces a soft usually white fibrous substance composed of the hairs surrounding the seeds of various tropical plants.

**Cotton Carder** – A pair of wooden paddles with handles that had wire teeth or tines used to prepare cotton for spinning. The wire teeth are fine. The fine teeth or tines were used for carding cotton and softer fibers like angora. It is used to comb, clean and separate the fibers prior to weaving.

**Harvesting** – The process of picking the fruits and vegetables from the garden.

**Herbs** – A plant or part of plant that is valued for its medicinal, seasoning, or aromatic qualities.

**Manure** – The excrement of livestock used to fertilize the soil.

**Marigold** – A flowering plant with showy yellow, orange, or maroon flower heads that is planted in gardens to repel aphids.

**Muscadine** – A type of grapevine species native to the southeastern United States that has been cultivated since the 16th century. The grapes are eaten fresh or are made into jelly, juice and wine.

**Organic** – The method that food is grown naturally without the use of chemically produced fertilizers and pesticides.

**Plantation** – An agricultural estate usually worked by resident laborers.

**Praying Mantis** – Large insects that are usually green and feed on other insects.

**Purple Martin** – A bird, of the swallow family, found in North America valued highly by farmers for the amount of bugs they eat. The males have glossy purplish-blue feathers.

**Self-Sufficient** – The ability to provide for one's own needs without any outside support for survival.

**Sow** – To scatter seed over the ground for growing.

**Tilled** – Soil that is prepared for crops by plowing and digging up the dirt.

**Well** – A pit or hole sunk into the earth to reach a supply of water. As in the 1800's a structure quite often was built over it which contained a bucket on a rope that was lowered to the water and then cranked back up once full.

**Post Review Worksheet – Vegetable Garden**  
**For Colonial Georgia & History Programs at the Historic Square**

**Directions: Underline the correct answers below.**

1. Most homes, farms or plantations had their own vegetable garden. True or False
2. Marigolds are planted in the garden to repel aphids and other bad bugs. True of False
3. A pair of purple martins can eat 10 lbs. of insects in one growing season. True or False
4. Purple Matins, Lady Bugs and Praying Mantis eat bad bugs and are gardeners friends? True or False?
5. Gardening with no chemical fertilizer or pesticide is called natural gardening. True or False
6. Garbage was used in the 1800s to fertilize gardens. True or False
7. Praying mantises eat farmer's crops and gardens. True or False
8. Scarecrows were used to scare away salesmen. True or False
9. Companion planting is when you plant with a friend. True or False
10. Planting flowers in the vegetable garden was an important part of gardening. True or False



**Answer Key**  
**Post Review Worksheet – Vegetable Garden**  
**For Colonial Georgia & History Programs at the Historic Square**

1. Most homes, farms or plantations had their own vegetable garden. **True** or False
2. Marigolds are planted in the garden to repel aphids and other bad bugs. **True** of False
3. Purple Martins, Lady Bugs and Praying Mantis eat bad bugs and are gardeners friends? **True** or False?
4. Gardening with chemical fertilizer or pesticide is called natural gardening. True or **False**
5. Garbage was used in the 1800s to fertilize gardens. True or **False**
6. Praying Mantises eat farmer’s crops and gardens. True or **False**
7. A pair of purple martins can eat 20 lbs. of insects in one growing season. **True** or False
8. Scarecrows were used to scare away salesmen. True or **False**
9. Companion planting is when you plant with a friend. True or **False**
10. Planting flowers in the vegetable garden was an important part of gardening. **True** or False

## **Farmyard and Barn Area**

### **For History Programs at the Historic Square**

### **Introduction, Activity and Discussion Guide**

The Farmyard is located between the Coach House and Barn. The vast majority of the 19th century residents in what is now Atlanta metro area lived on small farms. This farmyard features livestock breeds that would have been kept on a Georgia Farm in the mid 1800's. Livestock on most farms during this era would have Horses, Cattle, and Chickens, pigs, sheep or other useful animals. On our present day farmyard we house sheep, goats and pigs which are all friendly and visitors are welcomed to pet the animals.

The barn is a rare example of livestock barns found in Georgia during the early 1800s. This particular barn is from Gordon County, Georgia; circa 1830. Barns are used for storing hay and grain as well as the livestock.

Buildings found in Barn areas would include a Carriage House, also called a remise or coach house, is an outbuilding which was a brick building that was used to store the horse-drawn carriages. This was a feature of large plantation to house carriages and drivers. It also served as guest quarters for visiting drivers. Other buildings would include the Smokehouse, which is a small building where the meat was smoke preserved and stored. Food preservation occurred by salt curing and extended cold smoking for two weeks or longer. Smokehouses were always secured to prevent animals and thieves from accessing the food. Prior to the widespread availability of mains electricity and freezers, meat was preserved by heavy salting. Outhouses, or also known as privy, would be the restroom facility. A toilet would be located in a small shed outside of the main house or other building. This does not have the availability to flush and is not attached to any kind of sewer.

The barn area and farmyard of the plantation would have been worked by the resident labors and they would have an overseer, who would watch and direct others.

**PRE-TRIP ACTIVITY:** As an assignment, have your students learn the vocabulary words for the Farmyard and Barn Area. This will help prepare them for what they will learn on the day of the field trip.

## **Vocabulary – Farmyard and Barn Area**

### **For History Programs at the Historic Square**

**Antebellum** –derived from Latin and literally means “before the war.” The antebellum time period in the United States refers to pre-Civil War America and especially the pre-Civil War culture in the southern states.

**Barn** – A building used for storing hay and grain etc. as well as livestock.

**Carriage House** – The brick building that was used to store the horse carriages.

**Farmyard** – A yard or enclosure surrounded by or connected with farm buildings.

**Hewn** – Cut or shaped with hard blows of a heavy cutting instrument like an ax or chisel.

**Livestock** – The horses, sheep, pigs, cattle, chickens, or other useful animals kept or raised on a farm or ranch.

**Outhouse** – A toilet located in a small shed outside a house or other building which does not have the ability to flush and is not attached to any kind of sewer.

**Overseer** – One who keeps watch over and directs the work of others, especially laborers.

**Pen** – An enclosure for keeping livestock.

**Plantation** – An agricultural estate usually worked by resident labor.

**Privy** – Another name for the outhouse.

**Smokehouse** – The small building where meat was smoked preserved and stored.

**Post Review Worksheet – Farmyard and Barn**  
**For Colonial Georgia & History Programs at the Historic Square**

**Directions: Underline the correct answers below.**

1. There are 4 seats in the outhouse in the Historic Square. True or False
2. What is another name for the outhouse in the Plantation? (a) throne room (b) can (c) necessary house (d) john
3. Underline the animal that you will not see in the Farmyard at the Stone Mountain Historic Square.  
(a) goat (b) sheep (c) peacock (d) pig (e) cat
4. Animals were raised on a farm primarily as pets. True or False
5. What is the name of the building where meat was preserved and stored in the Historic Square?  
(a) meat locker (b) smokehouse (c) barn
6. Underline what was not used in the Smokehouse to help preserve the meat?  
(a) ice (b) salt (c) smoke
7. What is the name of the soft, wavy undercoat of the sheep? (a) cotton (b) wool (c) flax
8. Name one purpose for having a goat on a farm. (a) eggs (b) milk (c) protection
9. What food product comes from pigs? (a) butter (b) bacon (c) bread
10. Cotton comes from a sheep. True or False
11. Wool comes from a plant. True or False
12. Underline one animal you would not likely find on a farm in the 1800's.  
(a) horses (b) chickens (c) sheep (d) ostrich
13. Animals were raised on farms to either serve a purpose or provide a product. True or False
14. The black pupils of goats' eyes are round. True or False

**Answer Key**  
**Post Review Worksheet – Farmyard and Barn**  
**For Antebellum Life & History Programs at the Historic Square**

1. There are 4 seats in the outhouse in the Historic Square. **True** or False
2. What is another name for the outhouse in the Plantation? (a) throne room (b) can **(c) privy** (d) john
3. Underline the animal that you will not see in the Farmyard at the Historic Square.  
(a) goat (b) sheep **(c) peacock** (d) pig (e) cat
4. Animals were raised on a farm primarily for pets. True or **False**
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6. Underline what was not used in the Smokehouse to help preserve the meat?  
**(a) ice** (b) salt (c) smoke
7. What is the name of the soft, wavy undercoat of the sheep? (a) cotton **(b) wool** (c) hair
8. Name one purpose for having a goat on a farm. (a) eggs **(b) milk** (c) protection
9. What food product comes from pigs? (a) butter **(b) bacon** (c) bread
10. Cotton comes from a sheep. True or **False**
11. Wool comes from a plant. True or **False**
12. Underline one animal you would not likely find on a farm in the 1800's.  
(a) horses (b) chickens (c) sheep **(d) ostrich**
13. Animals were raised on farms to either serve a purpose or provide a product. **True** or False
14. The black pupils of goats' eyes are round. True or **False**

## **Post Activity Worksheet – Colonial Georgia History Programs at Historic Square**

**Directions: Underline the correct answers below:**

1. What do we call the time period in America before the Revolutionary War?  
(a) Antebellum (b) Colonial Era (c) Modern era (d) British era
2. A colony is a land that is ruled or governed by another land far away. True or False
3. Georgia was the last of the 13 colonies to become settled. True or False
4. Georgia was named after King George II. True or False
5. The American colonies did not have their own government. They were established and ruled by Great Britain. True or False
6. Who was the founder of the colony of Georgia? (a) Christopher Columbus  
(b) Hernando Desoto (c) James Oglethorpe (d) Mary Musgrove
7. Georgia was a good location for a colony because it placed a military buffer between Florida, which was ruled by the Spanish, and the rest of the 12 British colonies. True or False
8. Tomochichi was the Indian Chief for which Indian tribe? (a) Cherokee (b) Creek  
(c) Yamacraw (d) Seminole
9. What kinds of trees were essential to grow for developing the silk industry in Savannah and Georgia?  
(a) Silk trees (b) Mulberry trees (c) Oak trees (d) Maple trees
10. Who was Georgia's first governor? (a) Button Gwinnett (b) James Oglethorpe  
(c) Benjamin Franklin (d) Redmond Thornton
11. What kinds of plantation did Redmond Thornton own and operate? (a) cotton (b) indigo  
(c) Peanut (d) corn
12. Rice and indigo were two important crops that helped the Georgia colony thrive when the silk industry died. True or False
13. What does the indigo plant provide that we sell? (a) nuts (b) fiber (c) tobacco (d) blue dye
14. Hernando Desoto was one of the first European Spanish explorers to arrive in Georgia looking for gold and riches. True or False
15. James Oglethorpe was a prison reformer from Great Britain. True or False
16. When James Oglethorpe asked Tomochichi for permission to build Savannah who helped him translate his request? (a) Pocahontas (b) Mary Musgrove (c) Sacagawea
17. James Oglethorpe was the founder and builder of Savannah. True or False

## ANSWER KEY

### Post Review Worksheet – Civil War in Georgia History Programs at Historic Square

1. What do we call the period in America before the Revolutionary War?  
(a) Antebellum **(b) Colonial Era** (c) Modern era (d) British era
2. A colony is a land that is ruled or governed by another land far away. **True** or False
3. Georgia was the last of the 13 colonies to become settled. **True** or False
4. Georgia was named after King George II. **True** or False
5. The American colonies did not have their own government. They were established and ruled by Great Britain. **True** or False
6. Who was the founder of the colony of Georgia? (a) Christopher Columbus  
(b) Hernando Desoto **(c) James Oglethorpe** (d) Mary Musgrove
7. Georgia was a good place for a colony because it placed a military buffer between Florida, which was ruled by the Spanish, and the rest of the 12 British colonies. **True** or False
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# Colonial Georgia Word Search

O D T O H V K R U T I W W A B H N L P L  
E P E T E C M R O N H J A U P J X G I Y  
S I V O D O T M T X W L M R B L F Q Z J  
P L Z L I M O E L P Q S W U C H V N I K  
B H B L T C R B H P Z K L Q S A K T Q M  
A V B K H P S O A P S T O N E G M T H D  
K P Q I R L O X O I D T K I C H R A O V  
M C C E M U L B E R R Y L Q O J T O Y U  
H H T N I D G U H H G V I G C N I K V L  
I E Q I S T B V X J U D S V O I A C R E  
R N M J N C T I G B Q X C D O U R K C Z  
A Q U S N J H A N N A V A S N E C M I W  
H I Y U I C B L K M R M Y F E T W F C F  
J M I L I O U C M G A Q O K B T E V U F  
H L O I E L G J U E P R O H T E L G O W  
U T Y N C O C H E R O K E E W N L O H S  
R T G D I N K G N I G G O N J O K T C D  
E N U I R I Z X F C E G T D I Y I Q N R  
N Y B G G A S B S U A R R U K H K D G P  
E W D O A L R E R L X K N R G G F Y T E

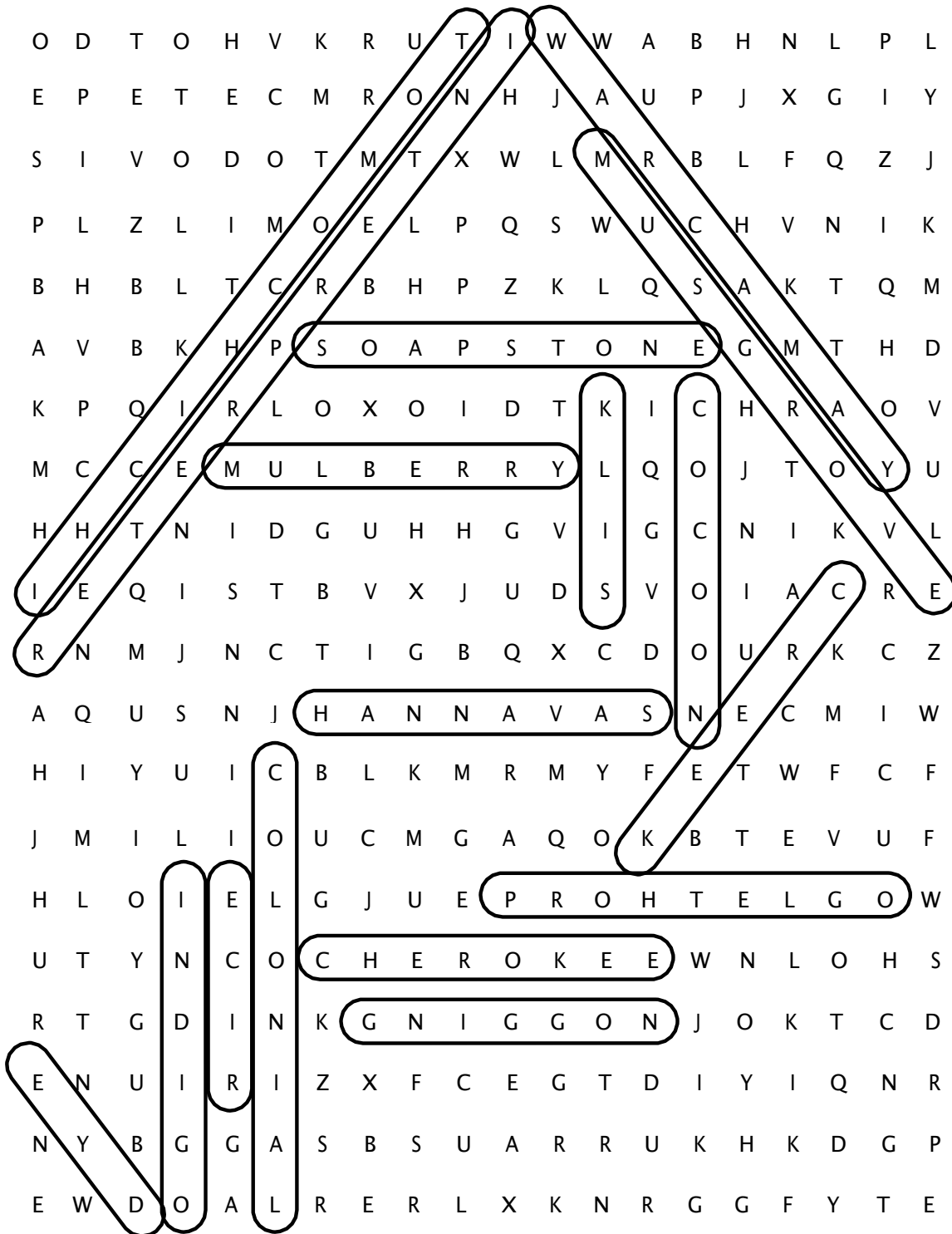
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CREEK  
INTERPRETER  
NOGGING  
SAVANNAH  
TOMOCHICHI

COCOON  
DYE  
MULBERRY  
OGLETHORPE  
SILK  
YAMACRAW

COLONIAL  
INDIGO  
MUSGROVE  
RICE  
SOAPSTONE



## Colonial Georgia Word Search – ANSWER KEY

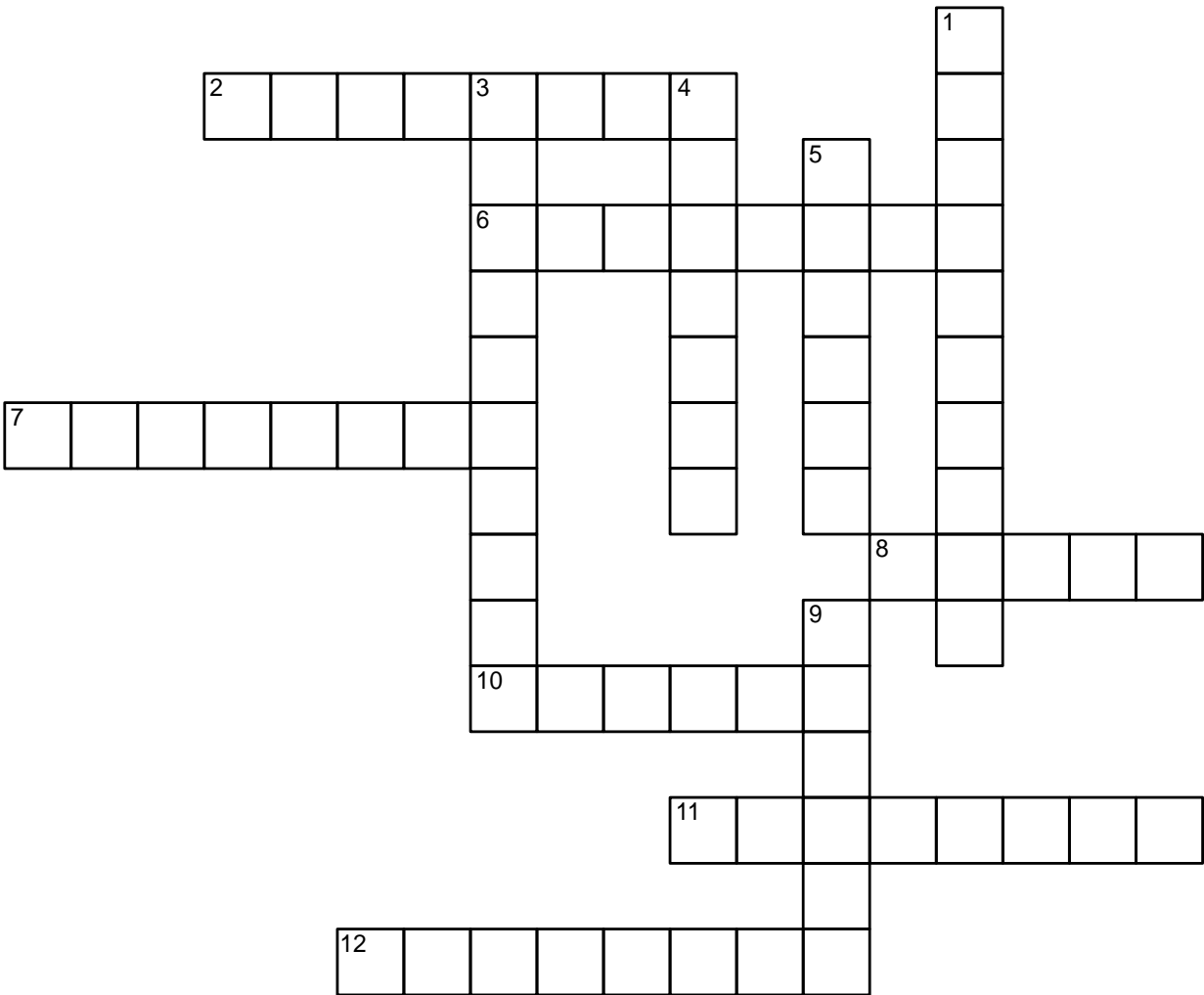


CHEROKEE  
CREEK  
INTERPRETER  
NOGGING  
SAVANNAH  
TOMOCHICHI

COCOON  
DYE  
MULBERRY  
OGLETHORPE  
SILK  
YAMACRAW

COLONIAL  
INDIGO  
MUSGROVE  
RICE  
SOAPSTONE

## Colonial Georgia Crossword



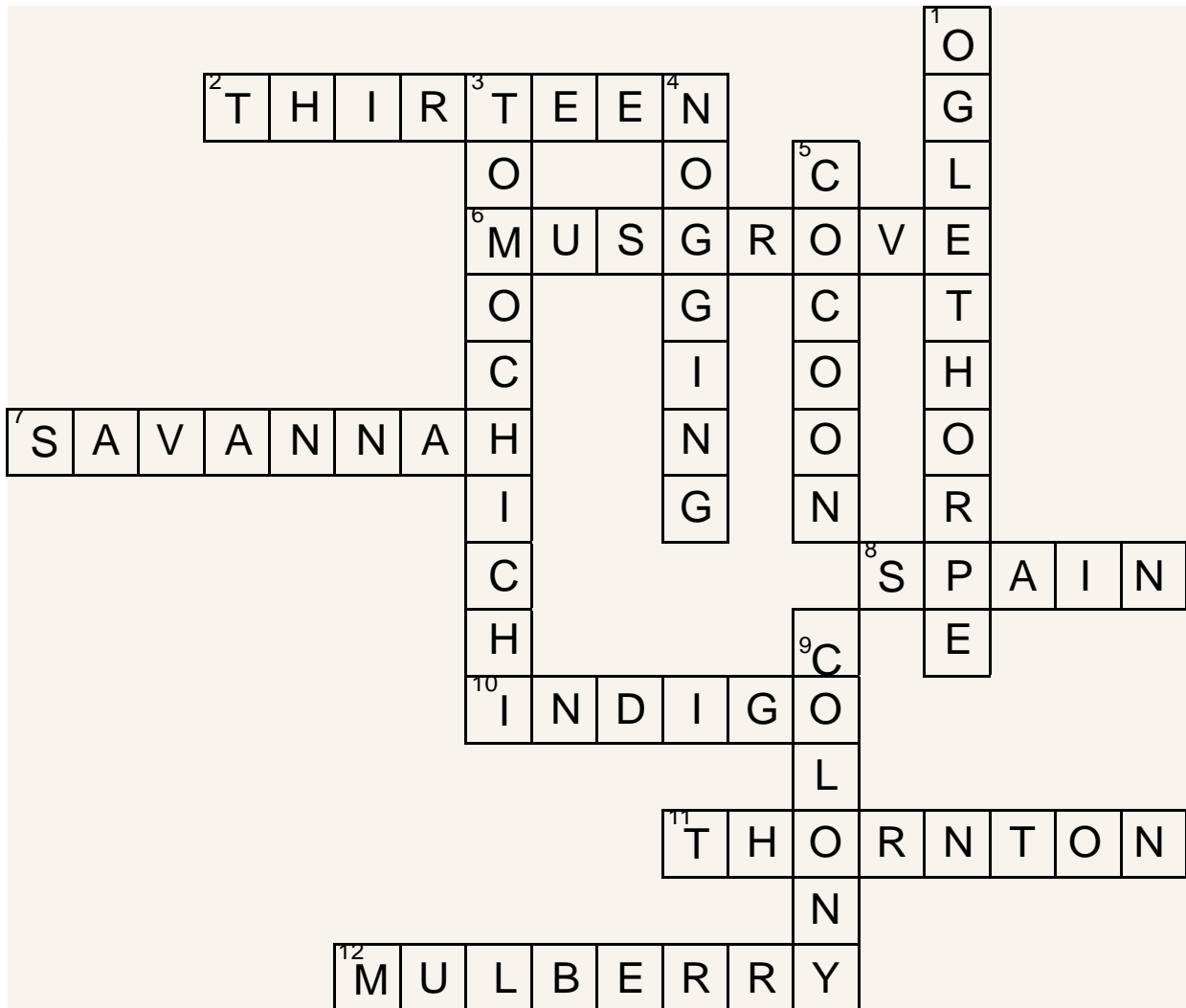
### Across

2. Georgia became the last of the original \_\_\_\_\_ colonies.
6. Mary \_ was the interpreter who translated for Oglethorpe and Tomochichi.
7. Name the city that James Oglethorpe founded in Georgia.
8. Hernando Desoto was from what European country?
10. Name a crop that was grown in the Georgia colony that we get blue dye from.
11. Redmond \_\_\_\_\_ was the name of the indigo plantation owner in Georgia who's house is now part of the Historic Square.
12. What kind of trees do silk worms eat the leaves from?

### Down

1. The first governor of Georgia was James \_
3. Name the Chief of the Yamacraw Indians that Oglethorpe got permission to build Savannah from?
4. The particular type of construction where a building or house is built with bricks and then covered with wood.
5. Silk comes from a \_\_\_\_\_.
9. A \_\_\_\_\_ is a land that is ruled or governed by another land far away.

## Colonial Georgia Crossword



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