

TODAY in GEORGIA HISTORY

October 27, 1828:
Dahlonega Gold Rush

Introduction:

The daily activities created for each of the *Today in Georgia History* segments are designed to meet the **Georgia Standards of Excellence for Information Processing Skills (K-12), English Language Arts (ELA; 8-12), and Social Studies: Grade Eight Georgia Studies**. For each date, educators can choose from various activities differentiated for various levels of student ability. The activities focus on engaging students with context specific vocabulary, improving communication skills, and investigating primary and secondary sources related to the topic.

One suggestion is to use the *Today in Georgia History* video segments and daily activities as a “bell ringer” at the beginning of each class period. Using the same activity daily provides consistency and structure for the students and may help teachers utilize the first 15-20 minutes of class more effectively.

Vocabulary & Writing Activities:

Level 1: Provide the students with the vocabulary list and have them use their textbook, a dictionary, or other teacher-provided materials to define each term. After watching the video, have the students write a complete sentence for each of the vocabulary terms. Student created sentences should reflect the meaning of the word based on the context of the video segment. Have students share a sampling of sentences as a way to check for understanding.

Level 2: Provide the students with the vocabulary list for that day’s segment before watching the video and have them guess the meaning of each word based on their previous knowledge. The teacher may choose to let the students work alone or in groups. After watching the video, have the students revise their definitions to better reflect the meaning of the words based on the context of the video. As a final step, have the students compare and contrast their definitions to their textbook, dictionary or other teacher provided materials definitions.

Level 3: Provide the students with the vocabulary list and have them use their textbook, a dictionary, or other teacher provided materials to define each term. After watching the video, have the students write a five sentence paragraph based on the provided writing prompts.

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Vocabulary/Writing Prompts:

Vocabulary Terms

Gold
Miners
Swarmed
Intrusion
Ounce
Dome
Tragedy

Writing Prompts

1. The title of this video segment is the Dahlonega Gold Rush, but the Cherokee call this same historic event the “Great Intrusion.” Why would the same historical event have two different names? In a five sentence paragraph explain why the Cherokee call the time period of the Dahlonega Gold Rush the “Great Intrusion.”
2. If you lived in Georgia in 1828, would you leave everything behind to move to Dahlonega and mine for gold? In a five sentence paragraph explain why so many people swarmed to Dahlonega after the discovery of gold there, and then tell whether or not you would have left everything to seek gold and riches in Dahlonega.
3. Historical events, like the discovery of gold in Dahlonega can have both positive and negative consequences. In a five sentence paragraph summarize the positive and negative consequences of the discovery of gold in Dahlonega, Georgia.

Primary Source Investigation:

Based on this [image from the New Georgia Encyclopedia](#) highlighting Dahlonega Gold Rush and what you have learned from the episode, answer the following prompts.

1. **Observation:** Look closely at the image. What do you notice? List at least five (5) things that stand out to you.
2. **Think/Infer:** Based on what you already know, what can you infer or assume about Dahlonega Gold Rush from this image? What makes you think that?
3. **Wonder:** What additional questions do you have about Dahlonega Gold Rush and its impact based on this image and/or the episode?

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Gold Panning

Courtesy of [the New Georgia Encyclopedia](https://www.newgeorgiaencyclopedia.org/).

Williams, David. 2003. "Gold Rush." New Georgia Encyclopedia. January 22, 2003.
<https://www.georgiaencyclopedia.org/articles/history-archaeology/gold-rush/>.

Related Georgia Standards of Excellence:

Georgia's K-12 English Language Arts Standards

Middle School English Language Arts 6-8: Practice

- 6-8.P.EICC – I. BIG IDEA: Engagement & Intention for Comprehension & Composition: Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.

Middle School English Language Arts 6-8: Language

- 6-8.L.GC – I. BIG IDEA: Grammar Conventions: Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
- 6-8.L.V – II. BIG IDEA: Vocabulary: Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabulary, build word



analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.

Social Studies – Georgia Standards of Excellence

Middle School Social Studies 6-8

- SS8H5 Analyze the impact of the Civil War on Georgia.
- SS8H5.a Explain the importance of key issues and events that led to the Civil War; include slavery, states' rights, nullification, Compromise of 1850 and the Georgia Platform, the Dred Scott case, Abraham Lincoln's election in 1860, and the debate over secession in Georgia.
- SS8H5.b Explain Georgia's role in the Civil War; include the Union blockade of Georgia's coast, the Emancipation Proclamation, Chickamauga, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville.

Information Processing Skills K-12

- SSIPS6 Identify and use primary and secondary sources.
- SSIPS11 Draw conclusions and make generalizations.
- SSIPS14 Formulate appropriate research questions.
- SSIPS15 Determine adequacy and/or relevancy of information.
- SSIPS16 Check for consistency of information.

National Curriculum Standards for Social Studies

Theme 3: People, Places, and Environments

- The understanding of the relationships between people, places, and the Earth's environments.

Theme 4: Individual Development and Identity

- The understanding that individuals are shaped by their heritage, experiences, and the continuous interplay of factors of growth.

Theme 5: Individuals, Groups, and Institutions

- The interaction of individuals, groups, and institutions that shape and are shaped by societies.

Theme 6: Power, Authority, and Governance

- The study of how people acquire, exercise, and maintain authority in a society and how governments operate.

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Theme 10: Civic Ideals and Practices

- The study of the ideals of democracy, justice, equality, and citizenship, and how they are applied in society.