

# T O D A Y *in* G E O R G I A H I S T O R Y

August 14, 1900: “Dutchy” Taken Down

## 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.

— — — — —  
T O D A Y *in*  
**GEORGIA**  
H I S T O R Y  
— — — — —

## Vocabulary/Writing Prompts:

### Vocabulary Terms

Toppled  
Anti-Confederate  
Activist  
Vibrant  
Memorial  
Squatty  
Bulging  
Lampooned  
Exhumed  
Collided

### Writing Prompts

1. In a five-sentence paragraph, use information from the video segment to explain how the Dutchy statue represents the crossroads of the “lost cause” and the vision of the “new south.”
2. In a five-sentence paragraph, list and explain Elberton’s reasons for creating a confederate monument.
3. Using figurative language and creativity, write a five-sentence paragraph describing “Dutchy.”

### Primary Source Investigation:

Based on this image of the Dutchy monument and what you have learned from the episode, answer the following prompts.

1. **Observation:** What do you see in this image? List at least three (3) things you notice.
2. **Think/Infer:** Based on what you already know, what can you infer or assume about attitudes toward Confederate monuments in the early 20th century from this photo?
3. **Wonder:** What additional questions do you have about the statue and its history based on this image and/or the episode?

T O D A Y *in*  
**GEORGIA**  
H I S T O R Y



Dutchy standing up. Courtesy of City of Elberton.

Investigate this Georgia Historical Marker: [Confederate Cemetery \(Whitfield County\)](#)

- What additional information do you learn about recognition of Confederate soldiers from this marker?
- What questions do you have after reading it?

Relevant Georgia Standards of Excellence

**English Language Arts (Grades 8-12)**

**[These standards are consistent across the 8 – 12 grade levels.]**

— — — — —  
T O D A Y *in*  
**GEORGIA**  
H I S T O R Y  
— — — — —

8.P Domain: Practices

- 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.

8.P Domain: Language

- 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.
- 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.

**Grade 8 Georgia Studies**

**SS8H5** Analyze the impact of the Civil War on Georgia.

**SS8H7** Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era.

**Information Processing Skills K-12**

**SSIPS6** Identify and use primary and secondary sources.

**SSIPS10** Analyze artifacts.

**National Curriculum Standards for Social Studies**

**Theme 1:** Culture; **Theme 2:** Time Continuity and Change