

Traditional Tour

Time: 45 minutes	Grade level: 1 st +
Description:	<p>These tours discuss the history of Georgia, the history of the building, and the way that government works in the state of Georgia. We explain to students how Atlanta became the state's capital city, covering themes of colonization, revolution, and westward expansion. We also explore the symbolism in the governor's portraits on the second floor. Then we go up to the fourth floor to discuss the lawmaking process in the state of Georgia. These tours are scaffolded so that they can be accessible and engaging to a variety of audiences.</p> <p>*If you do not choose any other activities, this is the default tour your group will receive.</p>
GSE:	<p>ELAGSE1SL1-3, ELAGSE2SL1-3, ELAGSE3SI1-3, ELAGSE4SL1, ELAGSE5SL1, ELAGSE6SL1-2, ELAGSE7SL1-3, ELAGSE8SL1-3</p> <p>SS1H1, SS2H1, SS2CG1-2, SS3H2, SS3CG1, SS4H3, SS4H6, SS4CG1, SS4CG3, SS5H6, SS5CG1, SS8H1-2, SS8H4, SS8H6, SS8H7, SS8H11, SS8H12, SS8CG1-3, SSCG4, SSCG8, SSCG15, SSCG16, SSCG17, SSUSH10, SSUSH22,</p>
Objectives:	<ol style="list-style-type: none"> 1. Participants learn about Georgia's historic capital cities. 2. Participants learn the history of Georgia's capitol building. 3. Review the three branches of government. 4. Review the differences between federal and state government. 5. Act out the lawmaking process. 6. Discuss the role of the courts in the lawmaking process.
Essential Questions:	<ol style="list-style-type: none"> 1. How did Atlanta become the Capitol? 2. How are the Capitol portraits organized? 3. How are laws made in the state of Georgia? 4. Why should we be involved in government? 5. What role can students play in local government?

History Memory and Native Peoples

Time: 45 minutes	Grade level: 4th +
Description:	Brief introduction to the history of the Native American groups with history in the state of Georgia. Visualize differences in the quantity and quality of sources on each tribe. Consider how participants' perceptions may have changed, and the ways that historical sources accumulate.
GSE:	SS1G1, SS3H1, SS3G3a, SS4H3, SS8H1, SS8H4, SSCG7, SSUSH1, SSUSH12, SSWH10
Objectives:	<ol style="list-style-type: none">1. Participants learn the diversity of Native American tribes in Georgia.2. Participants learn the role Creek/Muscogee, Cherokee, and Yamacraw tribes played in Georgia and U.S. history.3. Participants learn why certain racial and ethnic groups in history have been afforded more complete historical narratives than others.
Essential Questions:	<ol style="list-style-type: none">1. What is culture?2. Why do cultures differ?3. How were the tribes of Georgia culturally different?4. What territories did Georgia tribes occupy?5. How did geography affect cultures?6. How do we remember Native American history in Georgia?

Savannah to Atlanta

Time: 30-45 minutes	Grade Level k-12
Description:	This program explores movement through Georgia from one capital to the next. The overall theme is to examine what makes a capital city a capital city and to consider decisions made when choosing or staying in one city over another.
GSE:	SS2H1, SS2E2, SS2E4, SS3H1, SS3H3, SS3E1, SS4H3, SS4E1, SS8H1, SS8H2, SS8H4, SS8H5, SS8E1
Objectives:	<ol style="list-style-type: none">1. Reflect on why capital cities may change and what qualities a capital may have.2. Compare and contrast one's own concept of a city's ideal qualities and today's capital cities.3. Establish why Georgia has had five capitals and what those cities are.
Topic list:	<ol style="list-style-type: none">1. Why we chose to change capital cities.2. Savannah3. Augusta4. Louisville5. Milledgeville6. Atlanta
Essential Questions:	<ol style="list-style-type: none">1. What makes a good capital city?2. What were Georgia's five capital cities?3. What qualities does the current capital city have that make it a good capital city?4. What qualities are the current capital missing?

Georgia of Tomorrow: World's Fairs

Time: 45 minutes	Audience: Families and small tour groups
Description	This program discusses the Georgia exhibit at the 1939 World's Fair and takes a look at items on the fourth floor that will give visitors a glimpse of what was on display during the event. The program also discusses the overall philosophy behind world's fairs.
GSE:	
Objectives:	<ol style="list-style-type: none">1. Reflect on the function of exhibits, and how they explore both personal and state wide identity.2. Describe the function of world's fairs.3. Consider what would be in a modern display for "Georgia of Tomorrow."
Topics:	<ol style="list-style-type: none">1. Three periods of World's Fairs2. Georgia Exhibits3. A new Georgia fair4. Putting yourself in a museum
Essential Questions:	<ol style="list-style-type: none">1. Why were World's Fairs put on?2. What were the goals of Georgia's displays at the 1939 World's Fair?3. What would you include in a modern fair display?

What a rush!: Dahlonega Gold

Time: 60 minutes	Audiences: grades 3-8
Description	This program examines America's major gold rushes from North Carolina to California. The program will also explore math and science topics including weight, volume, and surface area through the gilding process. This is a mainly STEM oriented project with some historic context.
GSE:	SS363, SS4H3, SS4E1, SS8H4
Objectives	<ol style="list-style-type: none">1. Understand the American gold rushes.2. Explore concepts of surface area, volume, and weight through hands-on activities.3. Discuss origins of the Capitol's iconic Gold dome.
Topics:	<ol style="list-style-type: none">1. Scarcity effect2. Three major American gold rushes3. Capitol gold4. The gilding process.
Essential Questions:	<ol style="list-style-type: none">1. Why is the dome covered in gold?2. How does the gilding process work?3. Is there some any other material that could be used for the dome?

Women of the Walls: Memorial to Georgia's Women

Time: 45 minutes	Audience grades 8+
Description:	Explore women seen and unseen on the Georgia State Capitol's walls. Contemplate Georgia's representation in the Georgia Hall of Fame. Program discusses several women at the Georgia Capitol, including some Georgia women of achievement.
GSE:	SS2H1, SS5H3.C, SS5H6, SS5CG3, SS8H2.B, SS8H6, SS8H11, SSUSH10, SSUSH13, SSUSH16.B
Objectives:	<ol style="list-style-type: none">1. Acknowledge the women represented in the Georgia Hall of Fame.2. Contemplate concepts of representation and memorials.3. Reflect on one's own perceptions of prominence.
Topics:	<ol style="list-style-type: none">1. Introduction to the Capitol2. Discuss 4-5 women of Georgia3. Discussion of representation on the Capitol walls
Essential Questions:	<ol style="list-style-type: none">1. What kinds of women are represented on the walls of the Capitol?2. What kinds of women are missing from the walls of the Capitol?

Capitol Curios

Time: 45 minutes	Audience: grades 2+
Description:	The Capitol's museum has been around for over a century, and in that time has developed a complicated collection of objects. Learn the history of the museum, and examine some (facsimiles) of the stranger artifacts in our collections.
GSE:	
Objectives:	<ol style="list-style-type: none">1. Learn the history of the Capitol museum.2. Examine the role that museums play in public memory.
Topics:	<ol style="list-style-type: none">1. Public Memory2. Museums
Essential Questions:	<ol style="list-style-type: none">1. What is a museum?2. What do museums do?3. What stories should the Capitol museum tell?4. What would you put in a museum about yourself?

How did Georgia Become a State?

Time: 45 minutes	Audience:
Description:	Learn the history of Georgia, and its various constitutions.
GSE:	
Topics:	<ol style="list-style-type: none">1. Georgia history2. U.S. Revolutionary war3. Georgia Constitution4. Federal and state government
Objectives:	<ol style="list-style-type: none">1. Review Georgia's history2. Learn the distinctions between state and federal government.3. Learn how and why constitutions change.
Essential Questions:	<ol style="list-style-type: none">1. When did Georgia's history begin?2. What is a state?3. Why did the constitution change over time?