



Teacher's Guide:

Language Arts

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Language Arts

Section I: Writing Prompts

Objective: Students learn to write a narrative by selecting one of the provided prompts.

Narrative Writing

Narrative writing is a style of writing that tells a story, typically through the use of characters and a plot.

Select one of the three prompts below and write a paragraph on a separate sheet of paper.

As you write your story, remember to:

- Be sure that your story includes a beginning, middle, and end.
- Use correct grammar, spelling, punctuation, and capitalization.
- Write in complete sentences.

Prompt #1:

Imagine that one day you discover a gold nugget worth one million dollars. Write a story about what happens after you find the nugget.

Prompt #2:

You have just been on a field trip to Reed Gold Mine. Write a story about your experiences at the North Carolina state historic site.

Prompt #3:

Write a story about an important event that has occurred in your life. Explain why the event was important and how it changed your life.

Language Arts

Section II: Oral Tradition Stories

Objective: Students learn about oral traditions, stories that have been passed down generations through word of mouth, by reading a short text and answer critical thinking questions.

Vocabulary words are bolded and are defined in Section III.

Enslaved Labor in North Carolina Gold Mines

Enslaved peoples who worked at gold mines generally labored during the agricultural off seasons, when crops were **sowed** or **harvested**. They were forced to do some of the most dangerous work. Gold mine operators, in search of quick profits, often made enslaved men dig directly into hillsides without giving them time or opportunity to make sure the roof was secure. Because of that, cave-ins frequently occurred and sometimes the enslaved men were killed.

Some enslaved peoples were able to earn money while working in the mines, which they used to buy their freedom. Some were paid a set wage or were allowed to keep a small percentage of the gold they mined. Enslaved miners also earned money by doing extra work, such as washing laundry or making candles to sell, and could earn up to \$30.00. Typically, enslaved peoples were not forced to labor on Sundays and certain holidays. Many spent their limited free time to **prospect** on their own.

Overseers did not trust enslaved peoples and watched them carefully to make sure they didn't escape. Whenever an opportunity arose, however, many enslaved peoples did seize the chance to escape their enslavers and head north to freedom. One advertisement described Reuben and his wife, Jinney, who were both enslaved peoples, and how their enslaver thought they were hiding in or near Smart's Mine in Mecklenburg County. John K. Harrison of Mecklenburg county made a claim in 1837 that one of his enslaved people was "**lurking** about Reed's Gold Mine." His claim was never authenticated.

1. Besides cave-ins, what other dangers do you think enslaved peoples faced while working in gold mines?
2. What are some other ways enslaved peoples might have earned money?
3. We know that some enslaved peoples were able to escape their enslavers. What do you think the consequences were for those who were captured and returned to the mines?

Peter's Nugget

In 1803, an enslaved man named Peter discovered the largest gold **nugget** ever found at Reed Gold Mine. His find occurred during the first mining season on Reed's property. The nugget weighed 28 pounds and today would be worth \$683,760.00. Known as "Peter's Nugget," it remains the largest gold nugget discovered east of the Mississippi River.

In later years, one of John Reed's sons-in-law, George Barnhardt, told a story about the day Peter discovered the nugget. Barnhardt said that Peter's enslaver, Reverend James Love, offered Peter the opportunity to **pry** a small piece off the gold nugget with his dinner fork. Love reportedly said if Peter was successful, he could keep the piece as a reward for his work.

According to Barnhardt, Peter declined Love's offer. He knew that his fork would not be strong enough to break a piece off the gold nugget and that his fork, a valuable possession, would be damaged. He also knew that if he attempted and failed—as he was sure to do—his enslaver and the other men present would laugh at his expense.

1. If Peter had access to some of the gold he found, what might he have spent it on?
2. Some accounts say that Peter was an old man at the time, but historical documents indicate that Peter was probably a young adult, possibly even a teenager. Why would Peter's age be important?
3. During the 19th century, most discoveries were not attributed to the enslaved person but rather to their enslaver. This was common in many industries, not just gold mining. Why do you think Peter receives credit for discovering the 28-pound nugget?

John Reed's Values

John Reed was born in Hesse-Cassel, modern-day Germany, the illegitimate son of Anna Elizabeth Reidt. His mother later married a widower named Adam Henrich Hahn when Reed was five, but his first years were almost certainly hungry ones. In his early-twenties, Reed served with **Hessian** troops in the **American Revolution** and likely assisted with the capture and occupation of Savannah, Georgia. In 1782, he deserted and made his way from Savannah to the Piedmont of North Carolina. The **trek** was a dangerous one since bands of **loyalists** patrolled the countryside in search of deserters.

Reed made his way through three colonies before settling down in present-day Cabarrus county. He married Sarah "Sally" Kiser and had nine children with her. Eight of his nine children were born when he discovered that his land was literally a golden one.

Of all the land John Reed owned, only 70 acres were mined during the 19th century. Reed rarely did any mining himself, preferring to have partners who oversaw and implemented the work and gave him a share of the finds in exchange for using his land. Reed continued to farm until his death in 1845 at the ripe old age of 86. Even when his plow turned up a gold **nugget** or two in the field he **sowed** and **harvested**, he made sure those fields stay off limits to his partners.

Years later, when his sons and sons-in-law managed the underground mine, they were expressly forbidden to work anywhere Reed cultivated crops. Reed had made the rules during the earliest days of the prospecting and he stuck to them.

1. Why do you think John Reed was so determined to protect his crop fields?
2. The passage states, "...his first years were almost certainly hungry ones." Explain what that statement means.
3. Based on this text, how would you describe Reed's character?

The Missing Nugget

In the first thirty years or so after John Reed discovered he had gold on his land, he and his three partners controlled mining operations. The three partners were each to supply two enslaved peoples to do the majority of the work. John Reed supplied the land on which to **prospect**. Profits were divided event among the four men.

Martin Phifer, a prominent local businessman in the area, routinely **assayed** gold **nuggets** discovered at the mine. In later years of his life, he told a story of how he had received three nuggets, each weighing about 20 pounds, for assaying. When he examined the pieces closely, he discovered they fit together perfectly. However, there was a large gap where a fourth piece—also about 20 pounds—would have fit. Clearly, the pieces had somehow been broken apart and one was missing.

No one ever discovered where the missing nugget went. No legal battles happened afterwards. The partnership continued its existence without blame or harsh feelings. The same could not be said of a dispute among the next generation of partners.

After his original partners died, John Reed allowed his sons and sons-in-law to operate the mine while giving him 1/9th of the profit. One day, John Reed's son George could not go to the mine because his wife was ill. In his place, he sent his 16-year-old son. That day, a 13-pound nugget was discovered.

George's partners refused to give him a share of the nugget because they insisted his son was not capable of performing an adult's share of the work. Therefore, George did not deserve any share of the nugget. John Reed, 75 years old at the time, attempted to pay George his share of the nugget using his own money. George was not **appeased**. He took his brothers and brothers-in-law to court and the mine was shut down for ten years due to legal proceedings, which George eventually won. He recovered a sum of money that just about covered ten years of legal expense.

1. How did John Reed's role change throughout this text?
2. Why didn't George just take the money and leave the matter behind when his father offered it to him?
3. Do you think the legal battle was worth it for George? Explain why or why not.

Rural Life at the Dawn of the 19th Century

John Reed's 12-year-old son Conrad made the first documented discovery of gold in the United States. But no one knew what Conrad had found for 3 years.

After the boy lugged the 17-pound "rock" home to his parents, the family used it as a doorstep. For three years, the **nugget** sat at everyone's feet. Once during that time, John Reed brought the nugget to a silversmith in Concord, North Carolina, but he was unable to identify it. It wasn't until 1802, when Reed took his annual trip to Fayetteville, North Carolina, that the nugget's secret was revealed.

A jeweler in Fayetteville told Reed to leave the nugget with him and, while he was gone, the jeweler melted the nugget down to a bar of gold about nine inches long. When Reed returned, the jeweler offered to buy the gold for whatever price Reed named. Reed suggested \$3.50, a week's pay for a farmer at the time. The jeweler paid—gladly. With the money, Reed bought his wife Sally fabric for a new dress and some coffee beans.

The story continues that when John gave Sally the beans, she added them into a pot of water with some meat. Although coffee is a common beverage today, it wasn't common with **rural** Americans at the time, so she was astonished that beans would not cook soft. After Reed tasted the coffee stew, Sally tossed the mess out on a hill near their cabin.

At the time, \$3.50 was a lot of money, especially for something the family had used as a doorstep. However, the nugget was worth at least 100 times what Reed asked. At the time, it was worth about \$3,600.00. Today, it would be worth \$415,140.00! Reed later discovered that he had been cheated by the jeweler. **Oral tradition** tells us that he returned to Fayetteville and demanded more money and received an additional \$1,000.

1. Why do you think the jeweler paid Reed \$3.50 "gladly?"
2. Do you feel the jeweler owed Reed more money even though Reed named his price? Explain why or why not.
3. What does John and Sally Reed's behavior tell us about rural lifestyle of the time?

Language Arts

Section III: Oral Tradition Vocabulary

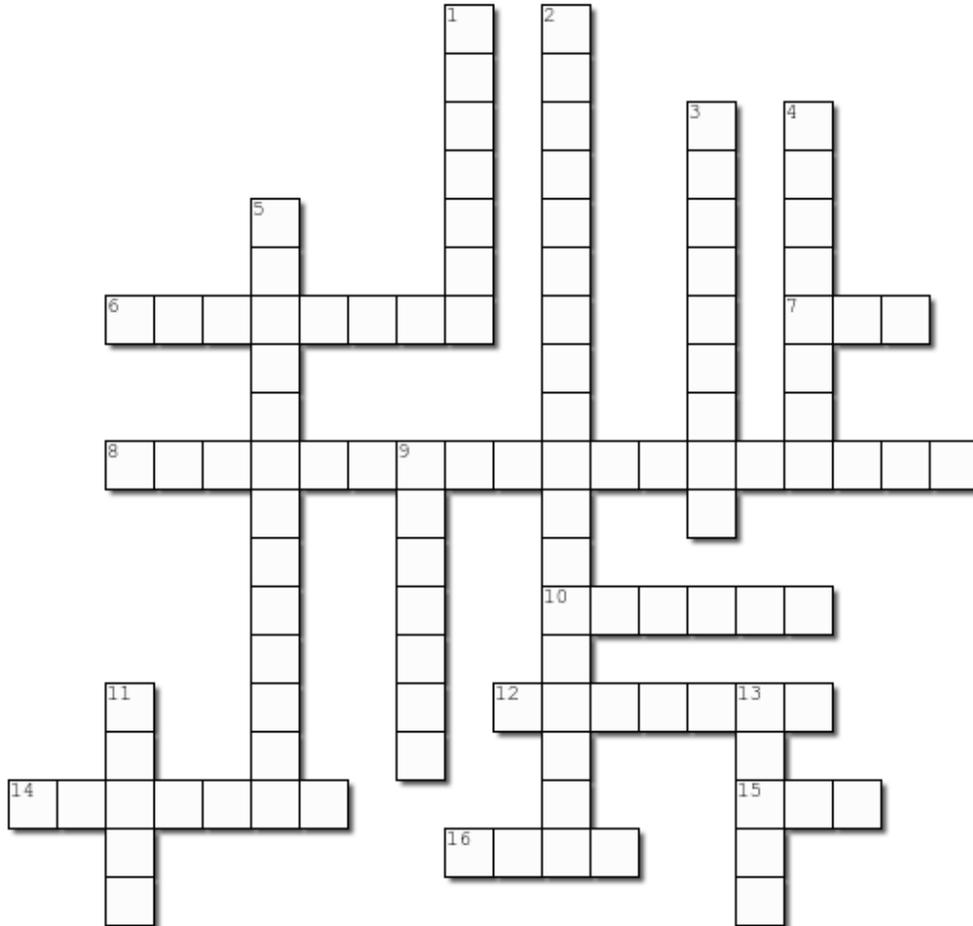
Objective: Students learn vocabulary words related to the oral tradition stories and complete a crossword puzzle.

Oral Tradition Vocabulary

- ❖ **American Revolution** – the war fought by the Thirteen Colonies for their independence from Great Britain (1775 – 1783).
- ❖ **Appease** – to satisfy; to relieve; to pacify.
- ❖ **Assay** – the use of a chemical solution to identify the amount of metal or ore.
- ❖ **Harvest** – to gather a crop once it is grown.
- ❖ **Hessian** – a German soldier paid by the British to fight the colonists during the American Revolution.
- ❖ **Initially** – occurring at the beginning.
- ❖ **Lurking** – to sneak; to lie in wait.
- ❖ **Loyalist** – a person who still considered themselves a British subject during the American Revolution.
- ❖ **Nugget** – a small lump of gold.
- ❖ **Oral Tradition** – stories that are passed along by word of mouth.
- ❖ **Prospect** – to search for gold.
- ❖ **Pry** – to raise, move, or force open with a lever.
- ❖ **Rural** – having to do with the country; rustic.
- ❖ **Sow** – to scatter seed over the ground for growing.
- ❖ **Trek** – a slow, hard journey.
- ❖ **War for Independence** – another name for the American Revolution.

Oral Traditions Crossword Puzzle

Complete the crossword puzzle below



Created using the Crossword Maker on TheTeachersCorner.net

Across

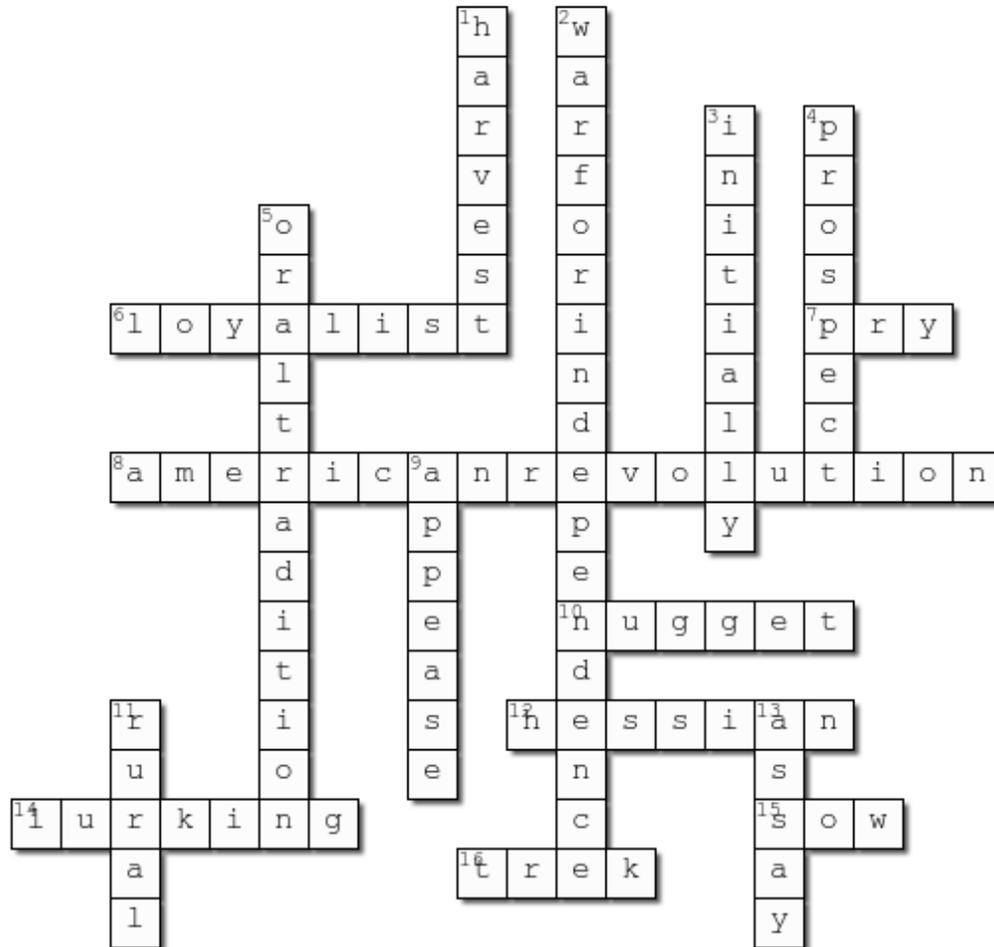
- 6. a person who still considered themselves a British Subject during the American Revolution
- 7. to raise, move, or force open with a lever
- 8. the war fought by the Thirteen Colonies for their independence from Great Britain (1775 – 1783)
- 10. a small lump of gold
- 12. a German soldier paid by the British to fight the colonists during the American Revolution
- 14. to sneak; to lie in wait
- 15. to scatter seed over the ground for growing
- 16. a slow, hard journey

Down

- 1. to gather a crop once it is grown
- 2. another name for the American Revolution
- 3. occurring as the beginning
- 4. to search for gold
- 5. stories that are passed along by word of mouth
- 9. to satisfy; to relieve; to pacify
- 11. having to do with the country, rustic
- 13. the use of a chemical solution to identify the amount of metal or ore

Oral Traditions Crossword Puzzle Answer Key

Complete the crossword puzzle below



Created using the Crossword Maker on TheTeachersCorner.net

Across

- 6. a person who still considered themselves a British Subject during the American Revolution (**loyalist**)
- 7. to raise, move, or force open with a lever (**pry**)
- 8. the war fought by the Thirteen Colonies for their independence from Great Britain (1775 – 1783) (**American Revolution**)
- 10. a small lump of gold (**nugget**)
- 12. a German soldier paid by the British to fight the colonists during the American Revolution (**hessian**)
- 14. to sneak; to lie in wait (**lurking**)
- 15. to scatter seed over the ground for growing (**sow**)
- 16. a slow, hard journey (**trek**)

Down

- 1. to gather a crop once it is grown (**harvest**)
- 2. another name for the American Revolution (**war for independence**)
- 3. occurring as the beginning (**initially**)
- 4. to search for gold (**prospect**)
- 5. stories that are passed along by word of mouth (**oral tradition**)
- 9. to satisfy; to relieve; to pacify (**appease**)
- 11. having to do with the country, rustic (**rural**)
- 13. the use of a chemical solution to identify the amount of metal or ore (**assay**)

Language Arts

Section IV: Newspaper

Objective: Students learn to write articles about events by creating their own newspaper.

Newspaper Activity

Take the following events and create a newspaper. Be sure to include titles, advertisements, and illustrations. Refer to the stories in the “Oral Traditions” section for information needed to complete this activity.

“Gold Discovered on John Reed’s Farm”

“Local Man Cheated by Fayetteville Merchant”

“George Reed in Family Feud over Gold Partnership”

“Peter Finds Largest Nugget East of the Mississippi River”

Language Arts
Section V: Poetry

Objective: Students learn to analyze and discuss poetry by reading poems related to gold. Students additionally learn several types of poems and choose a

Golden Goose

Shel Silverstein

Yes, we cooked that fat ol' goose.
You say we were insane
Because she laid those golden eggs,
But you don't know the pain
Of trying to boil a golden egg
While you just starve away.
If she'd just laid *ordinary* eggs
She'd be with us today.

Read the poem and do the following activities.

1. Generate a list of words or phrases that use "gold."
 - a. Examples: "golden touch," "heart of gold"

2. Create a poem using one of more of the phrases from list created during the first activity.
 - a. Pick a type of poem from the "Poetry Vocabulary List."

Gold!

Thomas Hood

Gold! Gold! Gold! Gold!
Bright and yellow, hard, and cold,
Molten, graven, hammer'd, and rolled;
Heavy to get, and light to hold;
Hoarded, barter'd, bought, and sold,
Stolen, borrow'd, squander'd, doled;
Spurn'd by the young, but hugged by the old
To the very verge of the churchyard mould;
Price to many a crime untold:
Gold! Gold! Gold! Gold!

Read the poem and do the following activities.

1. Have the students choose one of the following phrases from Hood's poem and write a paragraph explaining what they think the author meant.

2. Illustrate an image expressed in the poem.

What is Gold?

Mary O'Neill

Gold is a metal	Gold is a certain
Gold is a ring	Kind of money.
Gold is a very	Gold is alive
Beautiful thing.	In a flickering fish
Gold is the sunshine	That lives its life
Light and thin	In a crystal dish.
Warm as a muffin	Gold is feeling
On your skin.	Like a king
Gold is the moon	It's like having the most
Gold are the stars;	Of everything—
Jupiter, Venus	Long time ago
Saturn and Mars	I was told
Gold is the color of	Yellow's mother's name
Clover honey	Is gold...

Read the poem and do the following activities.

1. Write a paragraph about what gold is to you and explain your answer to your class.
2. Write a paragraph explaining what you think O'Neill meant in the lines "Long time ago/I was told/Yellow's mother's name/Is gold..." Share your paragraph with the class and discuss other students' interpretations.
3. Answer the multiple-choice quiz on the following page.

“What is Gold?” Quiz

1. All of the following characteristics are found in “What is Gold?” except:
 - Rhyme
 - Metaphors
 - Stanzas
 - Repetition
2. What is the mood of this poem?
 - Playful
 - Scary
 - Serious
 - Lonely
3. According to the poem, gold is all of the following except:
 - Feeling like a king
 - A metal
 - Money
 - Loving your pet
4. What are gold and sunshine compared to in the poem?
 - The answer to a wish
 - Warm as a muffin
 - Clover honey
 - Feeling like a king

“What is Gold?” Quiz Answer Key

1. All of the following characteristics are found in “What is Gold?” except:
 - Rhyme
 - Metaphors
 - Stanzas
 - Repetition
2. What is the mood of this poem?
 - Playful
 - Scary
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4. What are gold and sunshine compared to in the poem?
 - The answer to a wish
 - Warm as a muffin
 - Clover honey
 - Feeling like a king

Poetry Vocabulary

- ❖ **Blank verse** – poetry written with precise meter that does not rhyme.
- ❖ **Elegies** – a poem that reflects on either death or loss.
- ❖ **Epic** – a long narrative that highlights the extraordinary adventures of characters.
- ❖ **Free verse** – poetry that lacks a consistent rhyme scheme, metrical pattern, or musical form.
- ❖ **Haiku** – a three-line poetic form that originated in Japan. The first line has five syllables, the second line has seven syllables, and the third line has five syllables.
- ❖ **Limerick** – a five-line poem that consists of a single stanza and an AABBA rhyme scheme.
- ❖ **Narrative poetry** – poetry that tells a story.
- ❖ **Ode** – a tribute to its subject, although the subject does not need to be deceased.
- ❖ **Rhymed poetry** – poetry that rhymes.
- ❖ **Sonnet** – a 14-line poem, typically about love.

Poetry Word Search

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

BLANK	ELEGIES	EPIC
FREE	HAIKU	LIMERICK
NARRATIVE	ODE	RHYMED
VERSE	VERSE	

Poetry Word Search Answer Key

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

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