

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

March 04, 1944: Eighth Air Force Bombs Berlin
Daily Activity

Introduction:

The daily activities created for each of the *Today in Georgia History* segments are designed to meet the Georgia Performance Standards for Reading Across the Curriculum, and Grade Eight: Georgia Studies. For each date, educators can choose from three optional activities differentiated for various levels of student ability. Each activity focuses on engaging the student in context specific vocabulary and improving the student's ability to communicate about historical topics.

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.

Optional 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

Suffered
Casualty Rate
Strategic
Targets
Occupied
Fortress
Liberators
Fighter Escorts
Air Campaign
Allied

Writing Prompts

1. In a five-sentence paragraph use evidence from the video segment to explain why members of the Eighth Air Force suffered such high casualty rates. In your answer be sure to explain how casualty rates are calculated.
2. In a five-sentence paragraph explain why Georgians should be proud of the Eighth Air Force. Include at least two specific accomplishments of the Eighth Air Force in your answer.
3. How do you think the technological advances in air flight contributed to the allied victory in 1945? In a five-sentence paragraph talk about the importance of technology in WWII. In your answer, use the Eight Air Force as an example.

Related Georgia Performance Standards:

Reading Across the Curriculum (Grades 6-12)

SSRC1 Students will enhance reading in all curriculum areas by:

- c. Building vocabulary knowledge
 - Demonstrate an understanding of contextual vocabulary in various subjects.
 - Use content vocabulary in writing and speaking.
 - Explore understanding of new words found in subject area texts.
- d. Establishing context
 - Explore life experiences related to subject area content.
 - Discuss in both writing and speaking how certain words are subject area related.
 - Determine strategies for finding content and contextual meaning for unknown words.

TODAY *in* GEORGIA HISTORY

Common Core, College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

National Curriculum Standards for Social Studies

Theme 8: Science Technology and Society; **Theme 9:** Global Connections

Grade 8 Georgia Studies

SS8H9 The student will describe the impact of World War II on Georgia’s development economically, socially, and politically.

- a. Describe the impact of events leading up to American involvement in World War II; include Lend-Lease and the bombing of Pearl Harbor.
- b. Evaluate the importance of Bell Aircraft, military bases, the Savannah and Brunswick shipyards, Richard Russell, and Carl Vinson.
- c. Explain the impact of the Holocaust on Georgians.
- d. Discuss President Roosevelt’s ties to Georgia including his visits to Warm Springs and his impact on the state.

United States History, 9-12

SSUSH19 The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.

- a. Explain A. Philip Randolph’s proposed march on Washington, D.C., and President Franklin D. Roosevelt’s response.
- b. Explain the Japanese attack on Pearl Harbor and the internment of Japanese-Americans, German-Americans, and Italian-Americans.
- c. Explain major events; include the lend-lease program, the Battle of Midway, D-Day, and the fall of Berlin.
- d. Describe war mobilization, as indicated by rationing, war-time conversion, and the role of women in war industries.
- e. Describe the Manhattan Project at Los Alamos and the scientific, economic, and military implications of developing the atomic bomb.

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

f. Compare the geographic locations of the European Theater and the Pacific Theater and the difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops.