

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

March 16, 1841: Henry Tift Born 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.

TODAY *in* GEORGIA HISTORY

Vocabulary/Writing Prompts:

Vocabulary Terms

Carpetbagger
Manufacturing
Lumber
Sawmill
Economic
Hub
Intersected
Incorporated
Infrastructure
Fostered
Agricultural
Enterprises
Benefactors

Writing Prompts

1. Is carpetbagger a dirty word? In a five-sentence paragraph use your knowledge of Georgia history to explain the term carpetbagger. In your answer talk about how native Georgians sometimes reacted to carpetbaggers like Henry Tift.
2. What is an economic hub? In a five-sentence paragraph define the term “economic hub” in your own words and use the village in Barrien County where Henry Tift grew his lumber business as an example.
3. In a five-sentence paragraph explain how entrepreneurs like Henry Tift can impact a community in positive ways. In your answer discuss how Henry Tift created “infrastructure” and “institutions” that had a lasting impact on Georgia.

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.

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- Discuss in both writing and speaking how certain words are subject area related.
- Determine strategies for finding content and contextual meaning for unknown words.

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 5: Individuals Groups and Institutions **Theme 7:** Production Distribution and Consumption; **Theme 8:** Science Technology and Society

Grade 8 Georgia Studies

SS8H7 The student will evaluate key political, social, and economic changes that occurred in Georgia between 1877 and 1918.

- a. Evaluate the impact the Bourbon Triumvirate, Henry Grady, International Cotton Exposition, Tom Watson and the Populists, Rebecca Latimer Felton, the 1906 Atlanta Riot, the Leo Frank Case, and the county unit system had on Georgia during this period.
- b. Analyze how rights were denied to African-Americans through Jim Crow laws, Plessy v. Ferguson, disenfranchisement, and racial violence.
- c. Explain the roles of Booker T. Washington, W. E. B. DuBois, John and Lugenia Burns Hope, and Alonzo Herndon.
- d. Explain reasons for World War I and describe Georgia's contributions.

SS8E1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.

SS8E3 The student will evaluate the influence of Georgia's economic growth and development.

- a. Define profit and describe how profit is an incentive for entrepreneurs.
- b. Explain how entrepreneurs take risks to develop new goods and services to start a business.



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c. Evaluate the importance of entrepreneurs in Georgia who developed such enterprises as Coca-Cola, Delta Airlines, Georgia-Pacific, and Home Depot.