

TODAY *in* GEORGIA HISTORY

May 20, 2008: Hamilton Jordan Dies
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.

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Vocabulary/Writing Prompts:

Vocabulary Terms

Literally
Interning
Strategist
Domestic Advisor
Chief of Staff
Advised
Staunch
Chronicled

Writing Prompts

1. We often focus our attention on the candidates for president, but we are we really electing just one man? In a five-sentence paragraph discuss the important role advisors and strategists like Hamilton Jordan play in the presidential election.
2. How do you build a political career? In a five-sentence summarize the steps Hamilton Jordan took to gain his powerful position as Jimmy Carter’s Chief of Staff. Begin your paragraph with this phrase: “First Hamilton Jordan...”
3. What does it mean to be an advocate for a cause? How do people decide what cause to advocate for? In a five-sentence paragraph use the example of Hamilton Jordan’s advocacy for cancer research to explain what it means to be an advocate, and how people choose their cause.

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.

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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 4: Individual Development and Identity; **Theme 10:** Civic Ideals and Practices

Grade 8 Georgia Studies

SS8H12 The student will explain the importance of significant social, economic, and political developments in Georgia since 1970.

- a. Evaluate the consequences of the end of the county unit system and reapportionment.
- b. Describe the role of Jimmy Carter in Georgia as state senator, governor, president, and past president.
- c. Analyze the impact of the rise of the two-party system in Georgia.
- d. Evaluate the effect of the 1996 Olympic Games on Georgia.
- e. Evaluate the importance of new immigrant communities to the growth and economy of Georgia.

SS8CG1 The student will describe the role of citizens under Georgia's constitution.

- a. Explain the basic structure of the Georgia state constitution.
- b. Explain the concepts of separation of powers and checks and balances.
- c. Describe the rights and responsibilities of citizens.
- d. Explain voting qualifications and elections in Georgia.
- e. Explain the role of political parties in government.

American Government, 9-12

SSCG8 The student will demonstrate knowledge of local, state, and national elections.

- a. Describe the organization, role, and constituencies of political parties.
- b. Describe the nomination and election process.



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- c. Examine campaign funding and spending.
- d. Analyze the influence of media coverage, campaign advertising, and public opinion polls.
- e. Identify how amendments extend the right to vote.