

TODAY *in* GEORGIA HISTORY

May 23, 1914: Celestine Sibley
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

Byline
Editor
Mentor
Inducted

Writing Prompts

1. Celestine Sibley worked in the newspaper business between 1941 and 1990. In a five-sentence paragraph discuss three important events in Georgia history that she may have covered in one of her 10, 000 columns.
2. In a five-sentence paragraph use the story of Celestine Sibley’s rise to editor to explain the impact of WWII on women’s roles in the workplace.
3. Write a five-sentence paragraph persuading your favorite University in Georgia to name a building after Celestine Sibley.

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.

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



www.todayingeorgiahistory.org



TODAY *in* GEORGIA HISTORY

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 1: Culture; **Theme 2:** Time Continuity and Change; **Theme 5:** Individuals Groups and Institutions

Grade 8 Georgia Studies

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

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

SS8H10 The student will evaluate key post-World War II developments of Georgia from 1945 to 1970.

- Analyze the impact of the transformation of agriculture on Georgia’s growth.
- Explain how the development of Atlanta, including the roles of mayors William B. Hartsfield and Ivan Allen, Jr., and major league sports, contributed to the growth of Georgia.
- Discuss the impact of Ellis Arnall.

SS8H11 The student will evaluate the role of Georgia in the modern civil rights movement.

- Describe major developments in civil rights and Georgia’s role during the 1940s and 1950s; include the roles of Herman Talmadge, Benjamin Mays, the 1946 governor’s race and the end of the white primary, Brown v. Board of Education, Martin Luther King, Jr., and the 1956 state flag.
- Analyze the role Georgia and prominent Georgians played in the Civil Rights Movement of the 1960s and 1970s; include such events as the founding of the Student Non-Violent Coordinating Committee (SNCC), Sibley Commission, admission of Hamilton Holmes and Charlayne Hunter to the University of Georgia, Albany Movement, March on Washington, Civil Rights Act, the election of Maynard Jackson as mayor of Atlanta, and the role of Lester Maddox.
- Discuss the impact of Andrew Young on Georgia.

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



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

- 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.