

TODAY *in* GEORGIA HISTORY

June 26, 1918: Georgia Ratifies 18th Amendment 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

Social Engineering
Reformers
Prohibition
Evangelical Protestants
Temperance
Abolitionist
Dens of iniquity
Nativist
Zeal
Rural
Mandated
Ratified
Bootleggers

Writing Prompts

1. In a five-sentence paragraph define the term social engineering and explain why the writer of the video segment would choose to open the discussion on prohibition with this term. What does social engineering have to do with prohibition?
2. In a five-sentence paragraph list and explain the steps to amending the constitution. What had to happen before the 18th amendment became ratified?
3. Who supported prohibition? What factors caused them to support temperance and prohibition. Answer these questions in a five-sentence paragraph using evidence from the video segment and your own knowledge of the time period.

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.

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- 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 2: Time Continuity and Change; **Theme 6:** Power Authority and Governance; **Theme 10:** Civic Ideals and Practices

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.

United States History, 9-12

SSUSH13 The student will identify major efforts to reform American society and politics in the Progressive Era.

- a. Explain Upton Sinclair's *The Jungle* and federal oversight of the meatpacking industry.
- b. Identify Jane Addams and Hull House and describe the role of women in reform movements.
- c. Describe the rise of Jim Crow, Plessy v. Ferguson, and the emergence of the NAACP.
- d. Explain Ida Tarbell's role as a muckraker.

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- e. Describe the significance of progressive reforms such as the initiative, recall, and referendum; direct election of senators; reform of labor laws; and efforts to improve living conditions for the poor in cities.
- f. Describe the conservation movement and the development of national parks and forests; include the role of Theodore Roosevelt.

American Government, 9-12

SSCG3 The student will demonstrate knowledge of the United States Constitution.

- a. Explain the main ideas in debate over ratification; include those in *The Federalist*.
- b. Analyze the purpose of government stated in the Preamble of the United States Constitution.
- c. Explain the fundamental principles upon which the United States Constitution is based; include the rule of law, popular sovereignty, separation of powers, checks and balances, and federalism.

SSCG5 The student will demonstrate knowledge of the federal system of government described in the United States Constitution.

- a. Explain the relationship of state governments to the national government.
- b. Define the difference between enumerated and implied powers.
- c. Describe the extent to which power is shared.
- d. Identify powers denied to state and national governments.
- e. Analyze the ongoing debate that focuses on the balance of power between state and national governments.
- f. Analyze the supremacy clause found in Article VI and the role of the U.S. Constitution as the “supreme law of the land.”