



August 11, 1938: FDR Gives Controversial Speech in Barnesville

Introduction:

The daily activities created for each of the *Today in Georgia History* segments are designed to meet the **Georgia Standards of Excellence for Information Processing Skills (K-12), English Language Arts (ELA; 8-12)), and Social Studies: Grade Eight Georgia Studies**. For each date, educators can choose from various activities differentiated for various levels of student ability. The activities focus on engaging students with context specific vocabulary, improving communication skills, and investigating primary and secondary sources related to the topic.

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.

Vocabulary & Writing 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 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 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 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

Campaigned
New Deal
Primary
Critic
Miscalculated
Resented

Writing Prompts

1. In a five-sentence paragraph, use evidence from the video segment to support the claim that it was a mistake for Franklin Roosevelt to campaign openly against Walter George.
2. Use your knowledge of the time period to write a five-sentence paragraph explaining what New Deal programs candidates like Wallace George did not support.
3. In a five-sentence paragraph, explain why Franklin D. Roosevelt thought his speech would be met with a positive response.

Primary Source Investigation:

Based on this image of [President Franklin D. Roosevelt and Senator Walter F. George](#), and what you have learned from the episode, answer the following prompts.

1. **Observation:** What do you see in this image? List at least five (5) things you notice.
2. **Think/Infer:** Based on what you already know, what can you infer or assume about the politicians in this photo? How do you think President Roosevelt and Senator George felt about each other at the time this photo was taken? How do you think the voters in attendance reacted to their interactions?
3. **Wonder:** What additional questions do you have about President Roosevelt or Senator George and their actions based on this image and/or the episode?

TODAY in GEORGIA HISTORY



[President Franklin D Roosevelt shakes hands with Senator Walter F. George. August 12, 1938.](#)

Investigate this Georgia Historical Marker: [Roosevelt's Barnesville Speech](#)

- What additional information did you learn about President Roosevelt's speech from this historical marker?
- How was Roosevelt's Barnesville speech received by the citizens of Georgia?
- What remaining questions do you have after reading this marker?

Relevant Georgia Standards of Excellence

Reading Standards for Literacy in History/Social Studies

L6-8RHSS4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

L9-10RHSS4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

L6-8WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- **L6-8WHST2.b** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.



- **L6-8WHST2.d** Use precise language and domain-specific vocabulary to inform about or explain the topic.

Information Processing Skills

SSIP55 Identify main idea, detail, sequence of events, and cause and effect in a social studies context.

SSIP56 Identify and use primary and secondary sources.

SSIP511 Draw conclusions and make generalizations.

Grade 8 Georgia Studies

SS8H8 Analyze Georgia's participation in important events that occurred from World War I through the Great Depression.

- **SS8H8.d** Discuss President Roosevelt's ties to Georgia, including his visits to Warm Springs and his impact on the state.

High School Social Studies 9-12 United States History

SSUSH18 Evaluate Franklin D Roosevelt's New Deal as a response to the Great Depression and compare how governmental programs aided those in need.

- **SSUSH18.a** Describe Roosevelt's attempts at relief, recovery, and reform reflected in various New Deal programs
- **SSUSH18.c** Analyze political challenges to Roosevelt's leadership and New Deal programs.

National Curriculum Standards for Social Studies

Theme 2: Time, Continuity, and Change; **Theme 3:** People, Places, and Environments; **Theme 6:** Power, Authority, and Governance; **Theme 10:** Civic Ideals and Practices.