

Daily Activity  
November 6, 2011: Newt Gingrich (1998)

### 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.

## Vocabulary/Writing Prompts:

### Vocabulary Terms

Polarizing  
Republican  
Conservative  
Opposition  
Partisan  
Debates  
Resignation  
Era

### Writing Prompts

1. Newt Gingrich was elected to congress as a member of the House of Representatives. How are the House of Representatives different from the Senate? In a five sentence paragraph briefly compare and contrast the House of Representatives and the Senate.
2. What do these words have in common: polarizing, debate, opposition, and partisan? In a five sentence paragraph briefly define each of these terms and explain what they have in common.
3. In a five sentence paragraph answer the following two questions. What political philosophies did Newt Gingrich most likely believe as a conservative Republican? How would these philosophies be different from President Bill Clinton, a liberal democrat?

## 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.

### 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.

**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.
- 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.

**American Government/Civics, 9-12**

**SSCG9 The student will explain the differences between the House of Representatives and the Senate, with emphasis on terms of office, powers, organization, leadership, and representation of each house.**

**SSCG10 The student will describe the legislative process including the roles played by committees and leadership.**

- a. Explain the steps in the legislative process.
- b. Explain the function of various leadership positions within the legislature.