

TODAY *in* GEORGIA HISTORY

January 26, 1846: Georgia Supreme Court 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

Lower Court
Judicial Error
Decisions
Appellate Court
Appointed
Expanded
Non-Partisan

Writing Prompts

1. In a five-sentence paragraph compare and contrast the Georgia Supreme Court to the United States Supreme Court. What are some of the similarities and differences?
2. In a five-sentence paragraph summarize the ways the judicial system has changed in Georgia since the creation of the United States of America.
3. What is the role of the Georgia Supreme Court in the judicial system? In a five-sentence paragraph explain the role and duty of the GA Supreme Court. How is the Supreme Court different from the lower courts?

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

SS8H5 The student will explain significant factors that affected the development of Georgia as part of the growth of the United States between 1789 and 1840.



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- a. Explain the establishment of the University of Georgia, Louisville, and the spread of Baptist and Methodist churches.
- b. Evaluate the impact of land policies pursued by Georgia; include the headright system, land lotteries, and the Yazoo land fraud.
- c. Explain how technological developments, including the cotton gin and railroads, had an impact on Georgia's growth.
- d. Analyze the events that led to the removal of Creeks and Cherokees; include the roles of Alexander McGillivray, William McIntosh, Sequoyah, John Ross, Dahlonega Gold Rush, Worcester v. Georgia, Andrew Jackson, John Marshall, and the Trail of Tears.

SS8CG4 The student will analyze the role of the judicial branch in Georgia state government.

- a. Explain the structure of the court system in Georgia including trial and appellate procedures and how judges are selected.
- b. Explain the difference between criminal law and civil law.
- c. Describe the adult justice system, emphasizing the different jurisdictions, terminology, and steps in the criminal justice process.
- d. Describe ways to avoid trouble and settle disputes peacefully.
- e. Evaluate how the judicial branch fulfills its role in interpreting the laws of Georgia and ensuring justice in our legal system.

American Government, 9-12

SSCG16 The student will demonstrate knowledge of the operation of the federal judiciary.

- a. Explain the jurisdiction of the Supreme Court, federal courts and the state courts.
- b. Examine how John Marshall established the Supreme Court as an independent, coequal branch of government through his opinions in Marbury v. Madison.
- c. Describe how the Supreme Court decides cases.
- d. Compare the philosophies of judicial activism and judicial restraint.

SSCG17 The student will demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.

- a. Examine the legislative, executive, and judicial branches.
- b. Examine the structure of local governments with emphasis on county, city, and town.
- c. Identify current state and local officials.
- d. Analyze the relationship among state and local governments.
- e. Evaluate direct democracy by the initiative, referendum, and recall processes.