

TODAY *in* GEORGIA HISTORY

January 29, 1878: Walter F. George Born
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

Share Croppers
New Deal
Policies
Chairman
United Nations
Cold War
Bipartisan
Political Machine

Writing Prompts

1. In the video you learned that Senator Walter F. George supported FDR's New Deal programs. In a five-sentence paragraph use your knowledge of United States history to describe at least two New Deal programs and how they impacted states like Georgia during the Depression.
2. What is the job of an advisor? What is the difference between a bi-partisan advisor and a partisan advisor? In a five-sentence paragraph explain the role Walter F. Georgia played as a bi-partisan advisor to Dwight D. Eisenhower. In your answer be sure to define the word bi-partisan.
3. What is Walter F. George's legacy? In a five-sentence paragraph explain how Walter F. Georgia left his mark on Georgia and the nation.

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.

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Grade 8 Georgia Studies

SS8H8 The student will analyze the important events that occurred after World War I and their impact on Georgia.

- a. Describe the impact of the boll weevil and drought on Georgia.
- b. Explain economic factors that resulted in the Great Depression.
- c. Discuss the impact of the political career of Eugene Talmadge.
- d. Discuss the effect of the New Deal in terms of the impact of the Civilian Conservation Corps, Agricultural Adjustment Act, rural electrification, and Social Security.

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

- a. Describe the impact of events leading up to American involvement in World War II; include Lend-Lease and the bombing of Pearl Harbor.
- b. Evaluate the importance of Bell Aircraft, military bases, the Savannah and Brunswick shipyards, Richard Russell, and Carl Vinson.
- c. Explain the impact of the Holocaust on Georgians.
- d. 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.

- a. Analyze the impact of the transformation of agriculture on Georgia’s growth.
- b. 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.
- c. Discuss the impact of Ellis Arnall.

United States History, 9-12

SSUSH18 The student will describe Franklin Roosevelt’s New Deal as a response to the depression and compare the ways governmental programs aided those in need.

- a. Describe the creation of the Tennessee Valley Authority as a works program and as an effort to control the environment.
- b. Explain the Wagner Act and the rise of industrial unionism.
- c. Explain the passage of the Social Security Act as a part of the second New Deal.
- d. Identify Eleanor Roosevelt as a symbol of social progress and women’s activism.
- e. Identify the political challenges to Roosevelt’s domestic and international leadership; include the role of Huey Long, the “court packing bill,” and the Neutrality Act.

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SSUSH19 The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.

- a. Explain A. Philip Randolph’s proposed march on Washington, D.C., and President Franklin D. Roosevelt’s response.
- b. Explain the Japanese attack on Pearl Harbor and the internment of Japanese-Americans, German-Americans, and Italian-Americans.
- c. Explain major events; include the lend-lease program, the Battle of Midway, D-Day, and the fall of Berlin.
- d. Describe war mobilization, as indicated by rationing, war-time conversion, and the role of women in war industries.
- e. Describe the Manhattan Project at Los Alamos and the scientific, economic, and military implications of developing the atomic bomb.
- f. Compare the geographic locations of the European Theater and the Pacific Theater and the difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops.

SSUSH20 The student will analyze the domestic and international impact of the Cold War on the United States.

- a. Describe the creation of the Marshall Plan, U.S. commitment to Europe, the Truman Doctrine, and the origins and implications of the containment policy.
- b. Explain the impact of the new communist regime in China and the outbreak of the Korean War and how these events contributed to the rise of Senator Joseph McCarthy.
- c. Describe the Cuban Revolution, the Bay of Pigs, and the Cuban missile crisis.
- d. Describe the Vietnam War, the Tet Offensive, and growing opposition to the war.
- e. Explain the role of geography on the U.S. containment policy, the Korean War, the Bay of Pigs, the Cuban missile crisis, and the Vietnam War.

Grade Five United States History since 1860

SS5H5 The student will explain how the Great Depression and New Deal affected the lives of millions of Americans.

- a. Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens.
- b. Analyze the main features of the New Deal; include the significance of the Civilian Conservation Corps, the Works Progress Administration, and the Tennessee Valley Authority.
- c. Discuss important cultural elements of the 1930s; include Duke Ellington, Margaret Mitchell, and Jesse Owens.

SS5H6 The student will explain the reasons for America’s involvement in World War II.

- a. Describe Germany’s aggression in Europe and Japan’s aggression in Asia. b. Describe major events in the war in both Europe and the Pacific; include Pearl

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Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust. c. Discuss President Truman's decision to drop the atomic bombs on Hiroshima and Nagasaki. d. Identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler. e. Describe the effects of rationing and the changing role of women and African-Americans; include "Rosie the Riveter" and the Tuskegee Airmen. f. Explain the U.S. role in the formation of the United Nations.

SS5H7 The student will discuss the origins and consequences of the Cold War.

- a. Explain the origin and meaning of the term "Iron Curtain."
- b. Explain how the United States sought to stop the spread of communism through the Berlin airlift, the Korean War, and the North Atlantic Treaty Organization.
- c. Identify Joseph McCarthy and Nikita Khrushchev.