

T O D A Y *in* GEORGIA H I S T O R Y

January 31, 1944:
Thomas Hardwick

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 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

Terrorism
Phenomenon
Disenfranchising
Immigration
Anarchist
Appointed
Opposing
Assassination

Writing Prompts

1. In a five-sentence paragraph use your own words to define the terms anarchist and terrorism. Include an example of each in your definition.
2. Is there anything ironic about Thomas Hardwick's political views? In a five-sentence paragraph explain why it is ironic that Thomas Hardwick was a staunch supporter of disenfranchisement of black voters, and later loudly opposed the rise of the Ku Klux Klan.
3. In a five-sentence paragraph compare and contrast modern-day terrorism to the terrorism described in this video segment.

Primary Source Investigation:

Based on this [image](#) highlighting Thomas Hardwick and what you have learned from the episode, answer the following prompts.

1. **Observation:** Look closely at the image. What do you notice? List at least five (5) things that stand out to you.
2. **Think/Infer:** Based on what you already know, what can you infer or assume about Thomas Hardwick from this image? What makes you think that?
3. **Wonder:** What additional questions do you have about Thomas Hardwick based on this image and/or the episode?

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Thomas Hardwick, pictured circa 1912, became governor of Georgia in 1921.
Courtesy of the [New Georgia Encyclopedia](https://www.newgeorgiaencyclopedia.org/)

Luckett, Robert. "Thomas Hardwick." New Georgia Encyclopedia, last modified Aug 25, 2020.
<https://www.georgiaencyclopedia.org/articles/government-politics/thomas-hardwick-1872-1944/>

Related Georgia Standards of Excellence:

Georgia's K-12 English Language Arts Standards

Middle School English Language Arts 6-8: Practice

- 6-8.P.EICC – I. BIG IDEA: Engagement & Intention for Comprehension & Composition: Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.

Middle School English Language Arts 6-8: Language

- 6-8.L.GC – I. BIG IDEA: Grammar Conventions: Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they

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interpret and construct texts.

- 6-8.L.V – II. BIG IDEA: Vocabulary: Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabulary, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.

Social Studies – Georgia Standards of Excellence

Middle School Social Studies 6-8

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.

Information Processing Skills K-12

- SSIPS6 Identify and use primary and secondary sources.
- SSIPS11 Draw conclusions and make generalizations.
- SSIPS14 Formulate appropriate research questions.
- SSIPS15 Determine adequacy and/or relevancy of information.
- SSIPS16 Check for consistency of information.

National Curriculum Standards for Social Studies

Theme 3: People, Places, and Environments

- The understanding of the relationships between people, places, and the Earth's environments.

Theme 4: Individual Development and Identity

- The understanding that individuals are shaped by their heritage, experiences, and the continuous interplay of factors of growth.

Theme 5: Individuals, Groups, and Institutions

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- The interaction of individuals, groups, and institutions that shape and are shaped by societies.

Theme 6: Power, Authority, and Governance

- The study of how people acquire, exercise, and maintain authority in a society and how governments operate.

Theme 10: Civic Ideals and Practices

- The study of the ideals of democracy, justice, equality, and citizenship, and how they are applied in society.