

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

February 9, 1944: Alice Walker 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.

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

Vocabulary/Writing Prompts:

Vocabulary Terms

Traumatic
Crippled
Self-confidence
Valedictorian
Searing
Literary
Portraits
Nurtured
Pulitzer Prize
Renaissance

Writing Prompts

1. What can we learn about Georgia by reading fictional work by native authors like Alice Walker? In a five-sentence paragraph explain how Georgia is reflected in the works of authors like Alice Walker.
2. In a five-sentence paragraph explain how events in Alice Walker's life shaped her writing.
3. What makes a piece of novel worthy of winning the Pulitzer Prize? In a five-sentence paragraph discuss two things you think a novel like *The Color Purple* must have to be worthy of winning the highest possible literary award.

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.

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

Common Core, College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

National Curriculum Standards for Social Studies

Theme 1: Culture; **Theme 4:** Individual Development and Identity; **Theme 5:** Individuals, Groups, and Institutions

Grade 8 Georgia Studies

SS8H11 The student will evaluate the role of Georgia in the modern civil rights movement.

- a. Describe major developments in civil rights and Georgia's role during the 1940s and 1950s; include the roles of Herman Talmadge, Benjamin Mays, the 1946 governor's race and the end of the white primary, Brown v. Board of Education, Martin Luther King, Jr., and the 1956 state flag.
- b. Analyze the role Georgia and prominent Georgians played in the Civil Rights Movement of the 1960s and 1970s; include such events as the founding of the Student Non-Violent Coordinating Committee (SNCC), Sibley Commission, admission of Hamilton Holmes and Charlayne Hunter to the University of Georgia, Albany Movement, March on Washington, Civil Rights Act, the election of Maynard Jackson as mayor of Atlanta, and the role of Lester Maddox.
- c. Discuss the impact of Andrew Young on Georgia.

Grade Eight English Language Arts

ELA8R4 The student acquires knowledge of Georgia authors and significant text created by them. The student

- a. Identifies a variety of Georgia authors both male and female.
- b. Identifies authors' connections to Georgia through a variety of materials including electronic media.
- c. Identifies award winning Georgia authors.
- d. Examines texts from different genres (e.g. picture books, poetry, short stories, novels, essays, informational writing, and dramatic literature) created by Georgia authors.



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

- e. Relates literary works created by Georgia authors to historical settings and or events.
- f. Explains how Georgia is reflected in a literary work through setting, characterization, historical context, or current events.
- g. Evaluates recurring or similar themes across a variety of selections written by Georgia authors, distinguishing theme from topic.