

# TODAY *in* GEORGIA HISTORY

## February 16, 1985: Phil Niekro Inducted into GSHF 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**

Debut  
Knuckleball  
Floater  
Rotation  
Inducted

**Writing Prompts**

1. In a five-sentence paragraph answer the following questions. What type of figurative language did outfielder Bobby Murcer use when he said that trying to hit against Neikro was like trying to eat jello with chop sticks. How does the use of this figurative language help the viewer understand Phil Neikro's pitching ability?
2. When is someone too old to play sports? In a five-sentence paragraph explain why it is impressive that Phil Niekro won more game after age 40 than any pitcher in major league history.
3. In a five-sentence paragraph explain what you think the criteria should be for a player to be inducted into the Georgia Sports Hall of Fame?

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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**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.

**Common Core, College and Career Readiness Anchor Standards for Reading**

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**National Curriculum Standards for Social Studies**

**Theme 1: Culture**

**Grade 8 Georgia Studies**

**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.