

TODAY *in* GEORGIA HISTORY

February 18, 1868: Ina Dillard Russell Born Daily Activity

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

Chief Justice
Court of Appeals
Matriarch

Writing Prompts

1. In a five-sentence paragraph discuss what we can learn about the socially accepted role of women during Ina Dillard Russell's life based on her story. Be sure to cite specific evidence from the video to support your claim.
2. In a five-sentence paragraph define the term matriarch and use Ina Dillard Russell as an example in your definition.
3. In a five-sentence paragraph choose one of the offices held by either Ina Dillard Russell's husband or son and describe the roles and responsibilities of that office.

Primary Source Investigation:

Based on this [article](#), courtesy of the *Augusta Courier*, and what you learned in today's segment, answer the following prompts.

1. **Observation:** Study the article carefully. What do you notice? List at least five (5) things that stand out to you.
2. **Think/Infer:** By what merits do you think Ina Dillard Russell was judged by her contemporaries? Do you think that is a fair way to judge someone?
3. **Wonder:** What additional questions do you have about the legacy of Ina Dillard Russell and her role in Georgia History?

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

DICK RUSSELL

Senator Herman Talmadge, in a speech at the party in Winder on October 26, 1957, to honor Dick **Russell**, had this to say about Dick and his family:

"No tribute to Senator **Russell** would be complete without alluding to the remarkable family from which he comes. No family can claim to be more typically 'Georgian' in its origin and background than the **Russell** family. Its branches extend to the far reaches of the State and over the entire Southland.

"In assaying the man's life and his character, I am reminded of the language from Isaiah, 51st Chapter, 1st verse:

'HARKEN to me, ye that follow after righteousness, ye that seek the Lord: look unto the rock whence ye are hewn, and to the hole of the pit whence ye are digged.'

"No man is an island unto himself. Like all of us, Senator **Russell** owes much to his family. The three persons who, perhaps, had more to do with shaping his destiny than any others, were his illustrious father, the late Chief Justice Richard Brevard **Russell**, his loving mother, the late Mrs. **Ina Dillard Russell** and his able and distinguished brother, the late Federal Circuit Judge Robert L. **Russell**."

Senator Talmadge recalled pleasantly a visit which he made to Winder several years ago on the occasion of "Mother **Russell** Day" at which time Mrs. **Russell** was honored as "Mother of the Year" in Georgia.

"Her faith, her devotion, her sense of values, her compassion and her many fine qualities were translated in full measure into the character of this distinguished son of hers and are reflected in this noteworthy family.

"Chief Justice Russell's strong intellectual capacity, his fairness, his tenacity, his devotion to his work, his love of country and all of those other sturdy qualities that mark a statesman and a true gentleman, were passed on in full measure to his sons and daughters.

"Judge Robert **Russell** was a mainstay for the Senator during his lifetime and gave to him the benefit of his wise counsel, his energies and his devotion," Senator Talmadge said.

Dick Russell . [Courtesy of the The Augusta Courier](#) and Historic Georgia Newspapers

Dick Russell. The Augusta courier. (Augusta, Ga.) 1946-1974, November 18, 1957, Page Two, Image 1

https://gahistoricnewspapers.galileo.usg.edu/lccn/sn88071001/1957-11-18/ed-1/seq-1/print/image_581x817_from_0.0_to_5491.7718/

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Related Georgia Standards:

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 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

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

- Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of People, Places, and Environments.

Theme 5: Individuals, Groups, and Institutions

- Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of interactions among Individuals, Groups, and Institutions.