

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 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

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.

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.

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.



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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 2:** Time Continuity and Change

Grade Eight Georgia Studies

SS8CG2 The student will analyze the role of the legislative branch in Georgia state government.

- a. Explain the qualifications, term, election, and duties of members of the General Assembly.
- b. Describe the organization of the General Assembly, with emphasis on leadership and the committee system.
- c. Evaluate how the legislative branch fulfills its role as the lawmaking body for the state of Georgia.

SS8CG3 The student will analyze the role of the executive branch in Georgia state government.

- a. Explain the qualifications, term, election, and duties of the governor and lieutenant governor.
- b. Describe the organization of the executive branch, with emphasis on major policy areas of state programs; include education, human resources, public safety, transportation, economic development, and natural resources.
- c. Evaluate how the executive branch fulfills its role through state agencies that administer programs and enforce laws.

SS8CG4 The student will analyze the role of the judicial branch in Georgia state government.

- a. Explain the structure of the court system in Georgia including trial and appellate procedures and how judges are selected.
- b. Explain the difference between criminal law and civil law.
- c. Describe the adult justice system, emphasizing the different jurisdictions, terminology, and steps in the criminal justice process.
- d. Describe ways to avoid trouble and settle disputes peacefully.
- e. Evaluate how the judicial branch fulfills its role in interpreting the laws of Georgia and ensuring justice in our legal system.