February 25, 1864: First POWs at Andersonville
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.

TODAY in GEORGIA HISTORY

Vocabulary/Writing Prompts:

Vocabulary Terms

Notorious
Halt
Horrific
Exposure
Unsanitary
Mortality Rate
Bore
Brunt
Commemorating

Writing Prompts

1. In a five-sentence paragraph use evidence from the video segment to explain why Andersonville Prison is considered especially horrific.
2. Why do societies commemorate certain events and experiences? In a five-sentence paragraph, define the term "commemorate" and discuss why you think the United States has decided to create a Prisoner of War Museum at the site of Andersonville prison.
3. What is the difference between something being notorious and something being well-known or popular? In a five-sentence paragraph use your own words to define the term notorious and use the Andersonville prison as an example of something notorious.

Primary Source Investigation:

Based on this print comparing the treatment of soldiers at Andersonville with the living conditions of Jefferson Davis, courtesy of the Library of Congress, and what you learned in today's segment, answer the following prompts.

1. **Observation:** Study the print carefully. What do you notice? List at least five (5) things that stand out to you.

2. **Think/Infer**: What do you think it was like to be a prisoner at Andersonville? What was the public perception of the prison? Why do you think that?

3. **Wonder**: What additional questions do you have about Andersonville and its impact on Georgia History?

Union soldiers in Andersonville prison / The rebel leader, Jeff Davis, at Fortress Monroe. Courtesy of the Library of Congress.

Union soldiers in Andersonville prison / The rebel leader, Jeff Davis, at Fortress Monroe. The Library of Congress. LC-DIG-ppmsca-05574. https://www.loc.gov/pictures/resource/cph.3b47014/

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

Middle School Social Studies 6-8

- SS8H5 Analyze the impact of the Civil War on Georgia.
- SS8H5.b Explain Georgia's role in the Civil War; include the Union blockade of Georgia's coast, the Emancipation Proclamation, Chickamauga, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville.

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.