March 08, 1949: WAGA Premiers on Georgia Television Broadcasting 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.

TODAY in GEORGIA HISTORY

Vocabulary/Writing Prompts:

Vocabulary Terms

Comparatively
Audience
Commercial
Studios
Literally
Ritual
Premiere

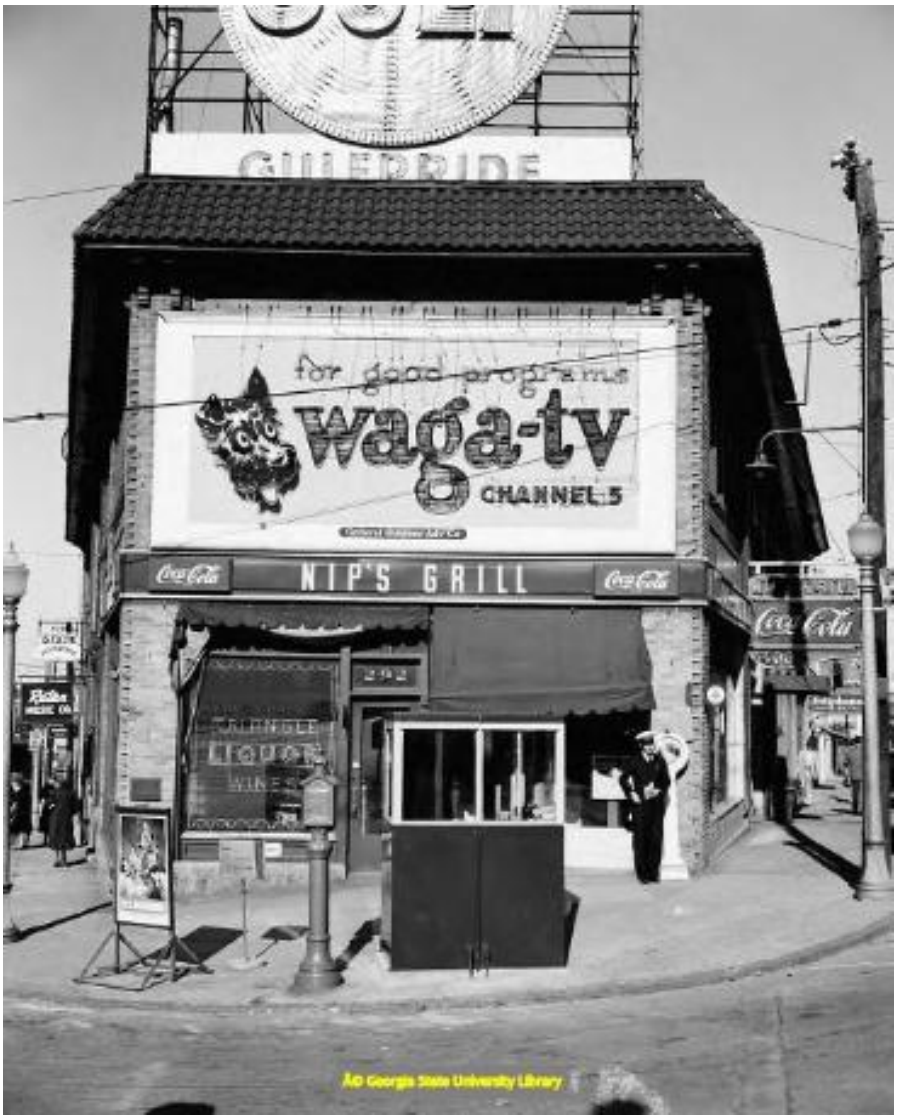
Writing Prompts

1. In a five-sentence paragraph discuss at least one way television has changed American society.
2. In a five-sentence paragraph explain what it means to be a "commercial station." In your answer discuss how television stations like WAGA make their money.
3. The video segment argues that TV stations cost a lot to start up. In a five-sentence paragraph create support for this argument by discussing potential costs involved in starting a TV station.

Primary Source Investigation:

Based on this photograph of a 1950 WAGA-TV billboard, courtesy of the Digital Library of Georgia, answer the following prompts.

1. **Observation**: study the photo carefully. What do you notice? List at least five (5) things that stand out to you.
2. **Think/Infer**: Based on what you already know, what can you infer or assume about WAGA-TV from this photograph? What makes you think that?
3. **Wonder**: What additional questions do you have about WAGA-TV and its role in Georgia history based on the photo or the episode?



WAGA billboard, Atlanta, GA, 1950. Courtesy of Digital Library of Georgia.

LBCB114-008b, Lane Brothers Commercial Photographers Photographic Collection, 1920-1976. Photographic Collection, Special Collections and Archives, Georgia State University Library.

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.
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; **Theme 8:** Science Technology and Society