

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

September 13, 1922:
Viola Ross Napier and Bessie Kempton Crowell

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

Championed
Inducted
Legislature
Milestone
Pioneers
Pursued

Writing Prompts

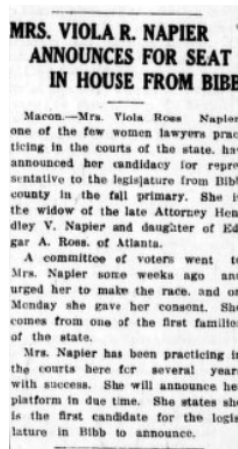
1. Why was 1922 the first year any women were elected to the Georgia Legislature? Using your knowledge of United States History, write a five sentence paragraph that explains at least three reasons why women were not in the state legislature before 1922.
2. What do you think it would have been like to be the only two women legislatures? Write a five-sentence letter from the perspective of Bessie Kempton or Viola Napier describing their first day on the job.
3. Viola Napier not only accomplished a lot before her death in 1962, she also witnessed a lot of United State History. Write a five-sentence paragraph that lists and describes at least three major historical events Napier lived through between 1922 and 1962.

Primary Source Investigation:

Based on this [newspaper clipping from The Milledgeville News](#) highlighting Viola Napier announcing her candidacy for a seat and what you have learned from the episode, answer the following prompts.

1. **Observation:** Look closely at the article. 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 regarding women and politics during this time? What makes you think that?
3. **Wonder:** What additional questions do you have about the Viola Napier and her role in Georgia history based on this image and/or the episode?

TODAY *in* GEORGIA HISTORY



Mrs. Viola R. Napier Announces her Seat in House from Bibb – The Milledgeville News.
Courtesy of [Georgia Historic Newspapers](#).

Georgia. 2025. "The Milledgeville News. (Milledgeville, Ga.) 1901-19??, June 02, 1922, Image 7." Usg.edu, no. 1922/06/02. info:lcen/sn89053569.

Related Georgia Standards of Excellence:

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.

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

Social Studies – Georgia Standards of Excellence

Middle School Social Studies 6-8

- SS8H8 Analyze Georgia's participation in important events that occurred from World War I through the Great Depression.
- SS8H8.b Explain economic factors that resulted in the Great Depression. (e.g., boll weevil and drought).
- SS8H8.c Describe Eugene Talmadge's opposition to the New Deal Programs.

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.