

Daily Activity
September 15, 2011: Worcester v. Georgia

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.

Vocabulary/Writing Prompts:

Vocabulary Terms

Cherokee
Established
Abolished
Sovereign
Annexed
Prohibited
Resolve
Seize

Writing Prompts

1. Why do you think the Cherokee wanted to declare themselves a sovereign nation, separate from the United States of America? In a five-sentence paragraph explain why the Cherokee people declared themselves a sovereign nation.
2. Have you ever been upset when someone told you what to do, where to go, or how to behave? Does it surprise you that the Georgia government passed a law prohibiting white people from living with the Cherokee? Imagine you are a member of the Cherokee people in 1831 and write a five-paragraph reaction to the trial of the missionaries.
3. In a five sentence paragraph explain why the leaders of Georgia were upset with the decision of the Supreme Court, and how this anger led to the forced removal of the Cherokee in 1838 .

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.

Grade 8 Georgia Studies

SS8H5 The student will explain significant factors that affected the development of Georgia as part of the growth of the United States between 1789 and 1840.

- d. Analyze the events that led to the removal of Creeks and Cherokees; include the roles of Alexander McGillivray, William McIntosh, Sequoyah, John Ross, Dahlonga Gold Rush, Worcester v. Georgia, Andrew Jackson, John Marshall, and the Trail of Tears.