

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

September 20, 1863:  
Battle of Chickamauga

## 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

Casualties  
Collided  
Decisively  
Flanked  
Gateway  
Objective  
Retreat  
Strategy  
Tactical  
Theater

## Writing Prompts

1. In a five sentence paragraph explain how the Battle of Chickamauga was both a victory and a defeat for the Confederate army.
2. In five sentence paragraph explain how the Battle of Chickamauga impacted the course of the entire Civil War.
3. How do you think the confederate soldiers who survived about the Battle of Chickamauga must have felt? In a five sentence paragraph explain the importance of soldier moral in the Civil War

## Primary Source Investigation:

Based on this [image from the Library of Congress](#) highlighting the Battle of Chickamauga and what you have learned from the episode, answer the following prompts.

1. **Observation:** Look closely at the image. 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 the Battle of Chickamauga from this photo? What makes you think that?
3. **Wonder:** What additional questions do you have about Battle of Chickamauga and its role in Georgia history based on this image and/or the episode?

# TODAY in GEORGIA HISTORY



The Battle of Chickamauga, the largest battle fought in Georgia during the Civil War.  
Courtesy of [Library of Congress, Prints and Photographs Division](https://www.loc.gov/item/91482113/).

“Battle of Chickamauga--Sept. 19' & 20' 1863--Federal ... (Gen. Rosecrans Com.) Confederate ... (Gen. Bragg Com.).” 2015. The Library of Congress. 2015. <https://www.loc.gov/item/91482113/>.

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.



## **Social Studies – Georgia Standards of Excellence**

### **Middle School Social Studies 6-8**

- SSUSH8 Explore the relationship between slavery, growing north-south divisions, and westward expansion that led to the outbreak of the Civil War.
- SSUSH9 Evaluate key events, issues, and individuals related to the Civil War.
- SSUSH10 Identify legal, political, and social dimensions of Reconstruction.

### **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.