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T O D A Y *in*  
**GEORGIA**  
H I S T O R Y  
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October 16, 1938:  
Maynard Jackson Elected

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.

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Vocabulary/Writing Prompts:

**Vocabulary Terms**

Budget  
Contractors  
Incumbent  
Polarized  
Terminal  
Tribute

**Writing Prompts**

1. How do you think it would feel to be the first to do something important? What if your parents were the first to accomplish something? In a five sentence paragraph list at least two of the “firsts” in Maynard Jackson’s family, and describe how you think those accomplishments may have impacted Maynard Jackson’s future.
2. Is it significant that Maynard Jackson beat an incumbent? What does it mean for an election to be polarized? In a five sentence paragraph use your own words to define the terms incumbent and polarized, then explain how these two conditions made Maynard Jackson’s election significant.
3. Have you ever made a budget for yourself? Have you ever heard your family members talk about trying to stay on their budget? In a five sentence paragraph explain what a budget is, then write about why it was significant that Maynard Jackson was able to build the new terminal at the Hartsfield International Airport under budget.

Primary Source Investigation:

Based on this [article from the Savannah Tribune](#) highlighting Maynard Jackson 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 about Maynard Jackson from this article? What makes you think that?
3. **Wonder:** What additional questions do you have about Maynard Jackson and his impact based on this article and/or the episode?

# TODAY in GEORGIA HISTORY



Maynard Jackson is Mayor Again  
Courtesy of [the Savannah Tribune](http://www.savannahtribune.com).

2025b. "The Savannah Tribune. (Savannah, Ga.) 1973-Current, October 11, 1989, Image 1." Usg.edu, no. 1989/10/11. info:lccn/sn95003657.

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

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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

- SS8H11 Evaluate the role of Georgia in the modern civil rights movement.
- SS8H11.a Explain Georgia's response to Brown v. Board of Education including the 1956 flag and the Sibley Commission.
- SS8H11.b Describe the role of individuals (Martin Luther King, Jr. and John Lewis), groups (SNCC and SCLC) and events (Albany Movement and March on Washington) in the Civil Rights Movement.
- SS8H11.c Explain the resistance to the 1964 Civil Rights Act, emphasizing the role of Lester Maddox.

### 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

- The understanding of the relationships between people, places, and the Earth's environments.

### Theme 4: Individual Development and Identity

- The understanding that individuals are shaped by their heritage, experiences, and the continuous interplay of factors of growth.

### Theme 5: Individuals, Groups, and Institutions

- The interaction of individuals, groups, and institutions that shape and are shaped by societies.

### Theme 6: Power, Authority, and Governance

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- The study of how people acquire, exercise, and maintain authority in a society and how governments operate.

**Theme 10: Civic Ideals and Practices**

- The study of the ideals of democracy, justice, equality, and citizenship, and how they are applied in society.