

Daily Activity  
October 18, 2011: Scottish Highlanders (1735)

**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

Disembarked  
Recruited  
Buffer  
Abandoned  
Siege  
Solidified  
Claims  
Colony

### Writing Prompts

1. In this video segment, what does the term “buffer” mean? In a five sentence paragraph explain how a group of people like the Highland Scots can become a “buffer.”
2. In a five sentence paragraph explain at least two contributions the Highland Scots made to the founding of the Georgia Colony.
3. Using your knowledge of world history, write a five sentence paragraph explaining the various reasons groups like the Highland Scots decided to come to the Americas in the 18<sup>th</sup> century. Why would they leave their homeland to come to a new and often dangerous place?

## 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

#### SS8H2 The student will analyze the colonial period of Georgia’s history.

- a. Explain the importance of James Oglethorpe, the Charter of 1732, reasons for settlement (charity, economics, and defense), Tomochichi, Mary Musgrove, and the city of Savannah.
- b. Evaluate the Trustee Period of Georgia’s colonial history, emphasizing the role of the Salzburgers, Highland Scots, malcontents, and the Spanish threat from Florida.
- c. Explain the development of Georgia as a royal colony with regard to land ownership, slavery, government, and the impact of the royal governors.