

Daily Activity  
October 20, 2011: Lewis Grizzard (1946)

**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

Yankee  
Immigrants  
Journalism  
Regional  
Self-deprecating  
Humor  
Chronicled  
Ailment

### Writing Prompts

1. Have you always lived in Georgia? Do you ever brag about where you live to friends and family in other areas of the United States? Lewis Grizzard wrote and celebrated a specific region of the United States. In a five-sentence paragraph explain what the term regional means, and describe your favorite region of the country.
2. Do you think a title is an important part of a story? Lewis Grizzard picked interesting titles for his books like *Elvis is Dead and I Don't Feel So Good Myself*, and *Chili Dawgs Always Bark At Night*. In a five sentence paragraph, explain why you think titles are, or are not important to a story, and then make up a title for a story about your life.
3. In a five sentence paragraph, define the term ambivalence using your own words, and explain what the script might mean by “an ambivalence toward modern society.”

## 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

#### **ELA8R4** The student acquires knowledge of Georgia authors and significant text created by them. The student

- a. Identifies a variety of Georgia authors both male and female.
- b. Identifies authors' connections to Georgia through a variety of materials including

electronic media.

- c. Identifies award winning Georgia authors.
- d. Examines texts from different genres (e.g. picture books, poetry, short stories, novels, essays, informational writing, and dramatic literature) created by Georgia authors.
- e. Relates literary works created by Georgia authors to historical settings and or events.
- f. Explains how Georgia is reflected in a literary work through setting, characterization, historical context, or current events.
- g. Evaluates recurring or similar themes across a variety of selections written by Georgia authors, distinguishing theme from topic.

**SS8H12 The student will explain the importance of significant social, economic, and political developments in Georgia since 1970.**

- a. Evaluate the consequences of the end of the county unit system and reapportionment.
- b. Describe the role of Jimmy Carter in Georgia as state senator, governor, president, and past president.
- c. Analyze the impact of the rise of the two-party system in Georgia.
- d. Evaluate the effect of the 1996 Olympic Games on Georgia.
- e. Evaluate the importance of new immigrant communities to the growth and economy of Georgia.