

Daily Activity  
November 2, 2011: Richard Brevard Russell, Jr. (1897)

**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

Championed  
Fierce  
Opponent  
Military Installation  
Appropriations

### Writing Prompts

1. Watching the video, you learned that Richard Russell became a U.S. Senator at age 35 and never left for 38 years. In a five sentence paragraph answer the following questions. Is a senator elected for life or do they have to run for re-election? If Senator Russell held his seat for 38 years approximately how many elections did he have to win over his career?
2. Have you ever eaten a school provided lunch? Have you ever seen a public service announcement made by the Centers for Disease Control? Do you have a relative or family friend that has lived on a military installation in Georgia? In a five sentence paragraph discuss some of the ways Richard Russell impacted the state of Georgia including any of the ways his legacy has impacted you personally.
3. What is an appropriation? What role do Committee's play in the legislative branch of the federal government? In a five sentence paragraph use Senator Richard Russell as an example to explain how the appropriations process works, and the power that comes with being chairman of a congressional committee.
- 4.

## 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

#### SS8H9 The student will describe the impact of World War II on Georgia's development economically, socially, and politically.

- a. Describe the impact of events leading up to American involvement in World War II; include Lend-Lease and the bombing of Pearl Harbor.

- b. Evaluate the importance of Bell Aircraft, military bases, the Savannah and Brunswick shipyards, Richard Russell, and Carl Vinson.
- c. Explain the impact of the Holocaust on Georgians.
- d. Discuss President Roosevelt's ties to Georgia including his visits to Warm Springs and his impact on the state.

### **American Government 9-12**

**SS8H10 The student will evaluate key post-World War II developments of Georgia from 1945 to 1970.**

- a. Analyze the impact of the transformation of agriculture on Georgia's growth.
- b. Explain how the development of Atlanta, including the roles of mayors William B. Hartsfield and Ivan Allen, Jr., and major league sports, contributed to the growth of Georgia.
- c. Discuss the impact of Ellis Arnall.

**SSCG9 The student will explain the differences between the House of Representatives and the Senate, with emphasis on terms of office, powers, organization, leadership, and representation of each house. SSCG10 The student will describe the legislative process including the roles played by committees and leadership.**

- a. Explain the steps in the legislative process.
- b. Explain the function of various leadership positions within the legislature.