

Daily Activity
November 5, 2011: Sonny Perdue (2002)

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

Baby Boomer
Doctorate
Resume
Tailor-Made
Incumbent
Stranglehold
Reconstruction

Writing Prompts

1. In the video you learned that Sonny Perdue is a “baby boomer.” What is a baby boomer? In a five sentence paragraph use your own words to explain what a baby boomer is, and why their generation has been important to the United States.
2. What is your resume tailor-made for? In a five sentence paragraph define the term resume, explain how Sonny Perdue’s resume was fit to politics, and then talk about what experiences you could put on your own resume.
3. Is it harder to beat an incumbent, or win an empty political office? In a five sentence paragraph explain what an incumbent is, and then tell why it is significant that Sonny Perdue beat incumbent Governor Roy Barnes.

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

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.

SS8CG3 The student will analyze the role of the executive branch in Georgia state government.

- a. Explain the qualifications, term, election, and duties of the governor and lieutenant governor.
- b. Describe the organization of the executive branch, with emphasis on major policy areas of state programs; include education, human resources, public safety, transportation, economic development, and natural resources.
- c. Evaluate how the executive branch fulfills its role through state agencies that administer programs and enforce laws.

American Government/Civics, 9-12

SSCG17 The student will demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.

- a. Examine the legislative, executive, and judicial branches.
- b. Examine the structure of local governments with emphasis on county, city, and town.
- c. Identify current state and local officials.
- d. Analyze the relationship among state and local governments.
- e. Evaluate direct democracy by the initiative, referendum, and recall processes.