

Daily Activity  
November 8, 2011: Margaret Mitchell (1900)

**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

Byline  
Dubbed  
Pulitzer Prize  
Manuscript

### Writing Prompts

1. Where do authors get the inspiration for their stories? In a five sentence paragraph used what you learned about Margaret Mitchell's life in this video to explain where Margaret Mitchell may have gotten her inspiration for *Gone With the Wind*.
2. How was the American economy doing in 1936 when *Gone With the Wind* was published in 1936? In a five-sentence paragraph, write about how the economic conditions of the United States may have impacted the popularity and success of *Gone With the Wind*.
3. What characteristics make a prize winning book? In a five-sentence paragraph describe what characteristics you would look for in a book if you were in charge of awarding the Pulitzer prize.

## 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

#### SS8H8 The student will analyze the important events that occurred after World War I and their impact on Georgia.

- a. Describe the impact of the boll weevil and drought on Georgia.
- b. Explain economic factors that resulted in the Great Depression.
- c. Discuss the impact of the political career of Eugene Talmadge.
- d. Discuss the effect of the New Deal in terms of the impact of the Civilian Conservation Corps, Agricultural Adjustment Act, rural electrification, and Social Security.

## Grade Eight Reading and Literature

**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.