

Daily Activity  
November 18, 2011: Johnny Mercer (1909)

**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

Accentuate  
Spanned  
Nominated  
Pursued  
Jazz  
Revolutionized  
Industry

### Writing Prompts

1. Where do musicians draw their inspiration? Use the details from the video segment to write a five-sentence paragraph detailing where Johnny Mercer may have drawn his musical inspiration from.
2. Why should we learn about the music industry? In a five-sentence paragraph give your argument on whether or not it is important to learn about Music history.
3. Do you think the recording industry plays an important role in the American economy? In a five-sentence paragraph explain why Johnny Mercer's revolutionizing of the recording industry is one of his most lasting legacies.

## 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.

### Music Appreciation (Grades 6-12)

#### D. Cultural and Historical Context

MMSMA.8 - Understanding relationships between music, the other arts, and disciplines outside the arts a. Describe ways in which other disciplines taught in the school are interrelated with those of music.

- b. Identify and describe common terminology used in music and another fine art.
- c. Discover and research persons who have achieved professional or commercial success in more than one fine art discipline.

MMSMA.9 - Understanding music in relation to history and culture a. Identify and explain a particular music example's historical and cultural significance.

b. Compare and evaluate the roles of musicians throughout history.

c. Recognize music's role in today's culture.