December 11, 1944: Brenda Lee

Introduction:

The daily activities created for each of the *Today in Georgia History* segments are designed to meet the **Georgia Standards of Excellence for Information Processing Skills (K-12), English Language Arts (ELA; 8-12), and Social Studies: Grade Eight Georgia Studies.** For each date, educators can choose from various activities differentiated for various levels of student ability. The activities focus on engaging students with context specific vocabulary, improving communication skills, and investigating primary and secondary sources related to the topic.

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.

Vocabulary & Writing 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

Launched
Stardom
Contract
Standard

Writing Prompts

1. How different do you think the music industry would be if there was no television or streaming? Do you often watch music videos and performances on television or on Youtube? In a five-sentence paragraph use Brenda Lee as an example of how television changed the music industry.
2. Have you ever heard the term cross-over artist? A cross-over artist is someone who is successful in two different genres of music. In a five-sentence paragraph explain how Brenda Lee was a successful cross-over artist
3. Would you enjoy being a successful musician at a young age? Do the math and figure out how old Brenda Lee was when she recorded "Rockin' Around the Christmas Tree" if she was born in 1944. In a five-sentence paragraph, explain why you would, or would not, like to be famous at a young age.

Primary Source Investigation:

Based on this photograph, courtesy of the Hargrett Rare Book and Manuscript Library, University of Georgia Libraries, featuring a thirteen-year-old Brenda Lee and Elvis Pressley, and what you have learned from the episode, answer the following prompts.

1. **Observation:** study the photograph carefully. What do you notice? List at least five (5) things that stand out to you.

2. **Think/Infer**: Based on what you already know, what can you infer or assume regarding what it was like to be so young and so famous ? What makes you think that?

3. **Wonder**: What additional questions do you have about the impact of Brenda Lee on Georgia History based on the photograph or the episode?

Brenda Lee and Elvis Presley, courtesy of the Hargrett Rare Book and Manuscript Library, University of Georgia Libraries.

Brenda Lee and Elvis Presley. The Hargrett Rare Book and Manuscript Library, University of Georgia Libraries

https://www.georgiaencyclopedia.org/articles/arts-culture/brenda-lee-b-1944/

Related Georgia Standards of Excellence:

Georgia's K-12 English Language Arts Standards

Middle School English Language Arts 6-8: Practice

- 6-8.P.EICC – I. BIG IDEA: Engagement & Intention for Comprehension & Composition: Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.

Middle School English Language Arts 6-8: Language

- 6-8.L.GC – I. BIG IDEA: Grammar Conventions: Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
- 6-8.L.V – II. BIG IDEA: Vocabulary: Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabulary, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.

Social Studies – Georgia Standards of Excellence

Information Processing Skills K-12

- SSIPS6 Identify and use primary and secondary sources.
- SSIPS11 Draw conclusions and make generalizations.
- SSIPS14 Formulate appropriate research questions.
- SSIPS15 Determine adequacy and/or relevancy of information.
- SSIPS16 Check for consistency of information.

National Curriculum Standards for Social Studies

Theme 3: People, Places, and Environments

- Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of People, Places, and Environments.

Theme 5: Individuals, Groups, and Institutions

- Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of interactions among Individuals, Groups, and Institutions.