

# TODAY *in* GEORGIA HISTORY

## December 18, 1865: 13<sup>th</sup> Amendment Officially Ratified Daily Activity

### 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.

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## Vocabulary/Writing Prompts:

### Vocabulary Terms

Ratified  
Amendment  
Abolished  
Emancipation  
Proclamation  
Depriving  
Bondage  
Ensuring  
Ratification

### Writing Prompts

1. In a five-sentence paragraph explain the difference between the emancipation proclamation and the thirteenth amendment. In your answer be sure to include why Abraham Lincoln wanted congress to abolish slavery with an amendment.
2. In a five-sentence paragraph describe two ways different members of Georgia society most likely reacted to the 13<sup>th</sup> amendment.
3. In a five-sentence paragraph summarize the process of ratifying an amendment to the Constitution of the United States.

## 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.

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**Grade 8 Georgia Studies**

**SS8H6 The student will analyze the impact of the Civil War and Reconstruction on Georgia.**

- a. Explain the importance of key issues and events that led to the Civil War; include slavery, states' rights, nullification, Missouri Compromise, Compromise of 1850 and the Georgia Platform, Kansas-Nebraska Act, Dred Scott case, election of 1860, the debate over secession in Georgia, and the role of Alexander Stephens.
- b. State the importance of key events of the Civil War; include Antietam, the Emancipation Proclamation, Gettysburg, Chickamauga, the Union blockade of Georgia's coast, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville.
- c. Analyze the impact of Reconstruction on Georgia and other southern states, emphasizing Freedmen's Bureau; sharecropping and tenant farming; Reconstruction plans; 13th, 14th, and 15th amendments to the constitution; Henry McNeal Turner and black legislators; and the Ku Klux Klan.

**Grade Five United States History since 1860**

**SS5H2 The student will analyze the effects of Reconstruction on American life.**

- a. Describe the purpose of the 13th, 14th, and 15th Amendments.
- b. Explain the work of the Freedmen's Bureau.
- c. Explain how slavery was replaced by sharecropping and how African-Americans were prevented from exercising their newly won rights; include a discussion of Jim Crow laws and customs.

**United States History, 9-12**

**SSUSH10 The student will identify legal, political, and social dimensions of Reconstruction.**

- a. Compare and contrast Presidential Reconstruction with Radical Republican Reconstruction.
- b. Explain efforts to redistribute land in the South among the former slaves and provide advanced education (Morehouse College) and describe the role of the Freedmen's Bureau.
- c. Describe the significance of the 13th, 14th, and 15th amendments.
- d. Explain Black Codes, the Ku Klux Klan, and other forms of resistance to racial equality during Reconstruction.
- e. Explain the impeachment of Andrew Johnson in relationship to Reconstruction.
- f. Analyze how the presidential election of 1876 and the subsequent compromise of 1877 marked the end of Reconstruction.

**American Government/Civics, 9-12**

**SSCG6 The student will demonstrate knowledge of civil liberties and civil rights.**

- a. Examine the Bill of Rights with emphasis on First Amendment freedoms.



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- b. Analyze due process law expressed in the 5th and 14th Amendments.
- c. Explain selective incorporation of the Bill of Rights.
- d. Explain how government seeks to maintain the balance between individual liberties and the public interest.
- e. Explain every citizen's right to be treated equally under the law.