

# T O D A Y *in* GEORGIA H I S T O R Y

December 20, 1994: Dean Rusk

## 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.

# TODAY *in* GEORGIA HISTORY

Vocabulary/Writing Prompts:

## Vocabulary Terms

Architect  
Appeasement  
Tyranny  
Worldview  
Theater  
Diplomatic  
Cold War  
Escalation

## Writing Prompts

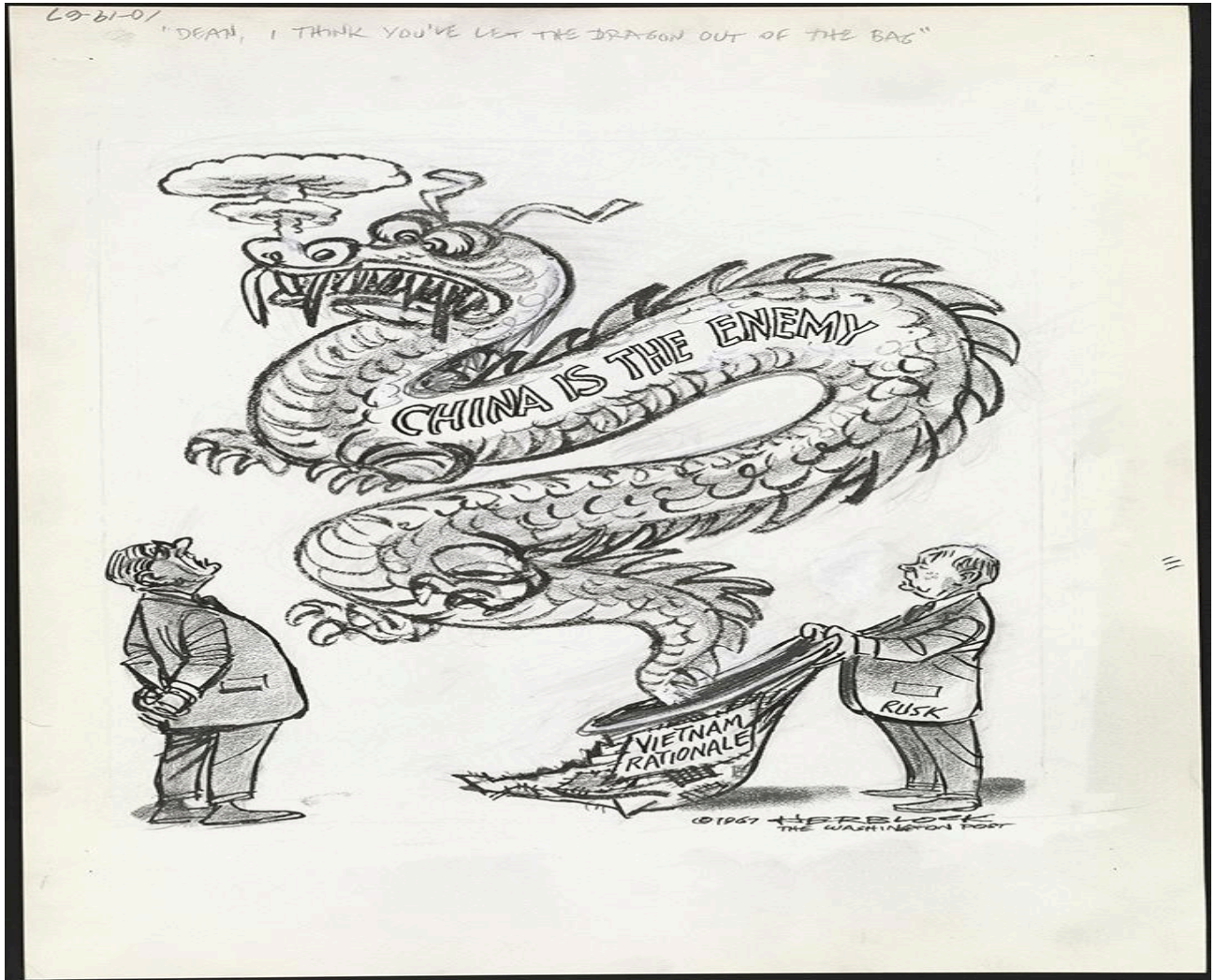
1. What was the policy of appeasement leading up to WWII? How would the failure of appeasement impact Dean Rusk's views during the Cold War? In a five-sentence paragraph answer these two questions to help connect Dean Rusk's experience during the lead up to WWII to his later views on foreign policy.
2. The video segment argues that the Cold War tested Dean Rusk's diplomatic skills. In a five-sentence paragraph explain what the main foreign relation issues were during the Cold War and why it would be a difficult time to be Secretary of State
3. Why do you think an anti-war movement started to grow during the Viet Nam war? In a five-sentence paragraph explain the impact all the conflicts of the Cold War including Korea and Vietnam had on the United States to help explain why there was a growing anti-war movement.

## Primary Source Investigation:

Based on this [political cartoon](#), courtesy of the Library of Congress, and what you learned in the episode, answer the following prompts.

1. **Observation:** study the cartoon carefully. What do you notice? List at least five (5) things that stand out to you.
2. **Think/Infer:** What criticism is the artist making of Dean Rusk? What makes you think that?
3. **Wonder:** What additional questions do you have about Dean Rusk and his impact on Georgia History?

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**GEORGIA**  
HISTORY



Vietnam-Pointing their Pens, [Courtesy of the Library of Congress](#).

Vietnam-Pointing their Pens. Library of Congress, Prints and Photographs Division, Vietnam-Pointing their Pens. LC-DIG-hlb-06912.

[https://www.loc.gov/exhibits/pointing-their-pens-editorial-cartoons/images/06912u\\_enlarge.jpg](https://www.loc.gov/exhibits/pointing-their-pens-editorial-cartoons/images/06912u_enlarge.jpg)

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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

### Middle School Social Studies 6-8

- SS6H3 Explain conflict and change in Europe.
- SS7H3 Analyze continuity and change in Southern and Eastern Asia. SS7H3.e Explain the reasons for foreign involvement in Korea and Vietnam in terms of containment of communism.

### 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.