



December 23, 1836: Wesleyan College Chartered

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

Equality
Grant
Degrees
Chartered
Coursework
Equivalent

Writing Prompts

1. Do you want to go to college? In a five-sentence paragraph list and describe at least two reasons the women of Wesleyan College were probably motivated to attend college when most women did not.
2. In a five-sentence paragraph, explain what it means to be progressive and why this video describes the idea of granting women college degrees was progressive in 1836.
3. In a five-sentence paragraph use the facts you learned about Wesleyan College to describe its impact on Georgia.

Primary Source Investigation:

Based on [this postcard](#), courtesy of the Georgia Historical Society, answer the following prompts.

1. **Observation:** study the postcard 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 do you think the collegiate experience was like for early Wesleyan students? Why do you think that?
3. **Wonder:** What additional questions do you have about Wesleyan College and its impact on Georgia History?

TODAY in GEORGIA HISTORY



Phi Mu Memorial Room, Wesleyan College, [Courtesy of the Georgia Historical Society](#).

Phi Mu Memorial Room, Wesleyan College. Georgia Historical Society. GHS 1361-PC-04-0265
<https://7063.sydneyplus.com/archive/final/ViewImage.aspx?template=LINK&field=zDLDerImg&has h=5072ece74f3d586f87f801daf2af59eb&r=-1185132162&lang=en-US>

Investigate This Georgia Historical Marker: [Site: Wesleyan College, World's First College Chartered to Grant Degrees to Women](#)

- What additional information did you learn about Wesleyan College by reading this marker?
- What was the motto of Wesleyan college?
- What remaining questions do you have after reading this marker?



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.