

Margaret Mitchell: A Link to Atlanta and the World
A Teacher's Guide to the Author of *Gone With the Wind*

Georgia Performance Standards

English Language Arts and Reading

ELA8R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:

- a. Identifies the difference between the concepts of theme in a literary work and author's purpose in an expository text.
- b. Compares and contrasts genre characteristics from two or more selections of literature.
- c. Analyzes a character's traits, emotions, or motivations and gives supporting evidence from the text(s).
- d. Compares and contrasts motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.
- e. Evaluates recurring or similar themes across a variety of selections, distinguishing theme from topic.
- f. Evaluates the structural elements of the plot (e.g., subplots, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.
- g. Analyzes and evaluates the effects of sound, form, figurative language, and graphics in order to uncover meaning in literature:
 - i. Sound (e.g., alliteration, onomatopoeia, internal rhyme, rhyme scheme, meter)
 - ii. Figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, imagery).
- h. Analyzes and evaluates how an author's use of words creates tone and mood and provides supporting details from text.

ELAALRL1 The student demonstrates comprehension by identifying evidence (i.e., examples of diction, imagery, point of view, figurative language, symbolism, plot events and main ideas) in a variety of texts representative of different genres (i.e., poetry, prose [short story, novel,

essay, editorial, biography], and drama) and using this evidence as the basis for interpretation.

The student identifies, analyzes, and applies knowledge of the structures and elements of American fiction and provides evidence from the text to support understanding; the student:

- a. Locates and analyzes such elements in fiction as language and style, character development, point of view, irony, and structures (i.e., chronological, *in medias res*, flashback, frame narrative, epistolary narrative) in works of American fiction from different time periods.
- b. Identifies and analyzes patterns of imagery or symbolism.
- c. Relates identified elements in fiction to theme or underlying meaning.
- d. Analyzes, evaluates, and applies knowledge of the ways authors use techniques and elements in fiction for rhetorical and aesthetic purposes.
- e. Analyzes the influence of mythic, traditional, or classical literature on American literature.
- f. Traces the history of the development of American fiction.

The student identifies, analyzes, and applies knowledge of the purpose, structure, and elements of nonfiction and/or informational materials and provides evidence from the text to support understanding; the student:

- a. Analyzes and explains the structures and elements of nonfiction works of American literature such as letters, journals and diaries, speeches, and essays.
- b. Analyzes and evaluates the logic and use of evidence in an author's argument.
- c. Analyzes, evaluates, and applies knowledge of the ways authors use language, style, syntax, and rhetorical strategies for specific purposes in nonfiction works.

The student identifies and analyzes elements of poetry from various periods of American literature and provides evidence from the text to support understanding; the student:

- a. Identifies, responds to, and analyzes the effects of diction, tone, mood, syntax, sound, form, figurative language, and structure of poems as these elements relate to meaning.

Social 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.

SS8RC1 Students will enhance reading in all curriculum areas by:

a. Reading in All Curriculum Areas

- Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
- Read both informational and fictional texts in a variety of genres and modes of discourse.
- Read technical texts related to various subject areas.

b. Discussing books

- Discuss messages and themes from books in all subject areas.
- Respond to a variety of texts in multiple modes of discourse.
- Relate messages and themes from one subject area to messages and themes in another area.
- Evaluate the merit of texts in every subject discipline.
- Examine author's purpose in writing.
- Recognize the features of disciplinary texts.

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.

SSUSH9 The student will identify key events, issues, and individuals relating to the causes, course, and consequences of the Civil War.

- Explain the Kansas-Nebraska Act, the failure of popular sovereignty, Dred Scott case, and John Brown's Raid.
- Describe President Lincoln's efforts to preserve the Union as seen in his second inaugural address and the Gettysburg speech and in his use of emergency powers, such as his decision to suspend habeas corpus.
- Describe the roles of Ulysses Grant, Robert E. Lee, "Stonewall" Jackson, William T. Sherman, and Jefferson Davis.
- Explain the importance of Fort Sumter, Antietam, Vicksburg, Gettysburg, and the Battle for Atlanta and the impact of geography on these battles.
- Describe the significance of the Emancipation Proclamation.
- Explain the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output.

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

- Compare and contrast Presidential Reconstruction with Radical Republican Reconstruction.
- 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.
- Describe the significance of the 13th, 14th, and 15th amendments.
- Explain Black Codes, the Ku Klux Klan, and other forms of resistance to racial equality during Reconstruction.
- Explain the impeachment of Andrew Johnson in relationship to Reconstruction.
- Analyze how the presidential election of 1876 and the subsequent compromise of 1877 marked the end of Reconstruction.