

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

## April 04, 1968: Martin Luther King, Jr. Assassinated 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

Sanitation  
Broadened  
Approach  
Poverty  
Sniper  
Erupted  
Demonstrations  
Convicted  
Recanted  
Native

Writing Prompts

1. In a five-sentence paragraph use evidence from the video segment and your own knowledge of history to support the claim that Martin Luther King, Jr. “belongs to the ages.”
2. In a five-sentence paragraph explain how Martin Luther King, Jr. broadened his approach during the Civil Rights Era.
3. In a five-sentence paragraph explain the impact of Martin Luther King, Jr.’s death on the country.

Primary Source Investigation:

Based on this photo highlighting Martin Luther King, Jr. and what you have learned from the episode, answer the following prompts.

1. Observation: Look closely at the photo. 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 about Martin Luther King, Jr. from this photo? What makes you think that?
3. Wonder: What additional questions do you have about Martin Luther King, Jr. based on this photo?

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Courtesy of the Atlanta History Center at

[https://dlg.usg.edu/record/geh\\_jilson\\_515?canvas=0&x=288&y=360&w=1341](https://dlg.usg.edu/record/geh_jilson_515?canvas=0&x=288&y=360&w=1341).

Citation: Jillson, Floyd, 1926-2011. "Funeral, Martin Luther King, Jr." 1968-04-09. January 22, 2026. <https://album.atlantahistorycenter.com/digital/collection/Jilson/id/515>.

Related Historical Marker:

Martin Luther King, Jr. The Rev. Martin Luther King Jr. in Decatur African-American History; Civil Rights; Politics and Government [https://georgiahistory.com/ghmi\\_marker\\_updated/the-rev-martin-luther-king-jr-in-decatur/](https://georgiahistory.com/ghmi_marker_updated/the-rev-martin-luther-king-jr-in-decatur/)

1. What did you learn about Martin Luther King, Jr. from the historical marker?
2. What role did King play in the Civil Rights Movement?

Related Georgia Standards of Excellence:

Social Studies - Georgia Standard of Excellence

Elementary

SS2HI: Describe the lives and contributions of historical figures in Georgia history. SSIPS10: Analyze artifacts. SSIPS11: Draw conclusions and make generalizations.

Middle School

SS8H11: Evaluate the role of Georgia in the modern civil rights movement. SS8H11.b: Describe the role of individuals (Martin Luther King, Jr. and John Lewis), groups (SNCC and SCLC) and events (Albany Movement and March on Washington) in the Civil Rights Movement.

# TODAY *in* GEORGIA HISTORY

## High School

SSUSH2I.c: Describe the impact of television on American culture including the presidential debates (Kennedy/Nixon, 1960), news coverage of the Civil Rights Movement, the moon landing, and the war in Vietnam.

SSUSH2I.d: Investigate the growth, influence, and tactics of civil rights groups, Martin Luther King, Jr., the Letter from Birmingham Jail, the I Have a Dream Speech, and Cesar Chavez.

SSUSH2I.e: Describe the social and political turmoil of 1968 including the reactions to assassinations of Martin Luther King, Jr., and Robert F. Kennedy, the Tet Offensive, and the presidential election.

## Georgia's K-12 English Language Arts Standards

### Elementary

1-5.L.V.I: General, Academic, & Specialized Vocabulary Acquire and use general, academic, and specialized vocabulary words and phrases in a variety of settings.

1-5.L.V.I.a: Acquire general, academic, and specialized vocabulary words and phrases through grade-level texts and content.

1-5.L.V.I.b: Use grade-level general, academic, and specialized vocabulary words and phrases to communicate in a variety of settings.

### Middle School

6-8.L.V.I: General, Academic, & Specialized Vocabulary Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.

6-8.L.V.I.a: Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.

6-8.L.V.I.b: Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.

## High School

9-12.L.V.I: General, Academic, & Specialized Vocabulary Use expanding vocabulary knowledge to interpret texts and to craft effective communications across a wide variety of real-life, academic, disciplinary, technical, and professional contexts.

9-12.L.V.I.a: Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content.

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9-12.L.V.I.b: Use grade-level general, academic, disciplinary, technical, and professional vocabulary to communicate clearly and precisely, adjusting style as appropriate in a variety of settings.