



## December 27, 1956: Jackie Robinson Honored

### 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

Freedom  
Pioneer  
Sharecropper  
Athlete  
Court-Martialed  
Rookie  
Discrimination  
Teammates  
Prestigious

## Writing Prompts

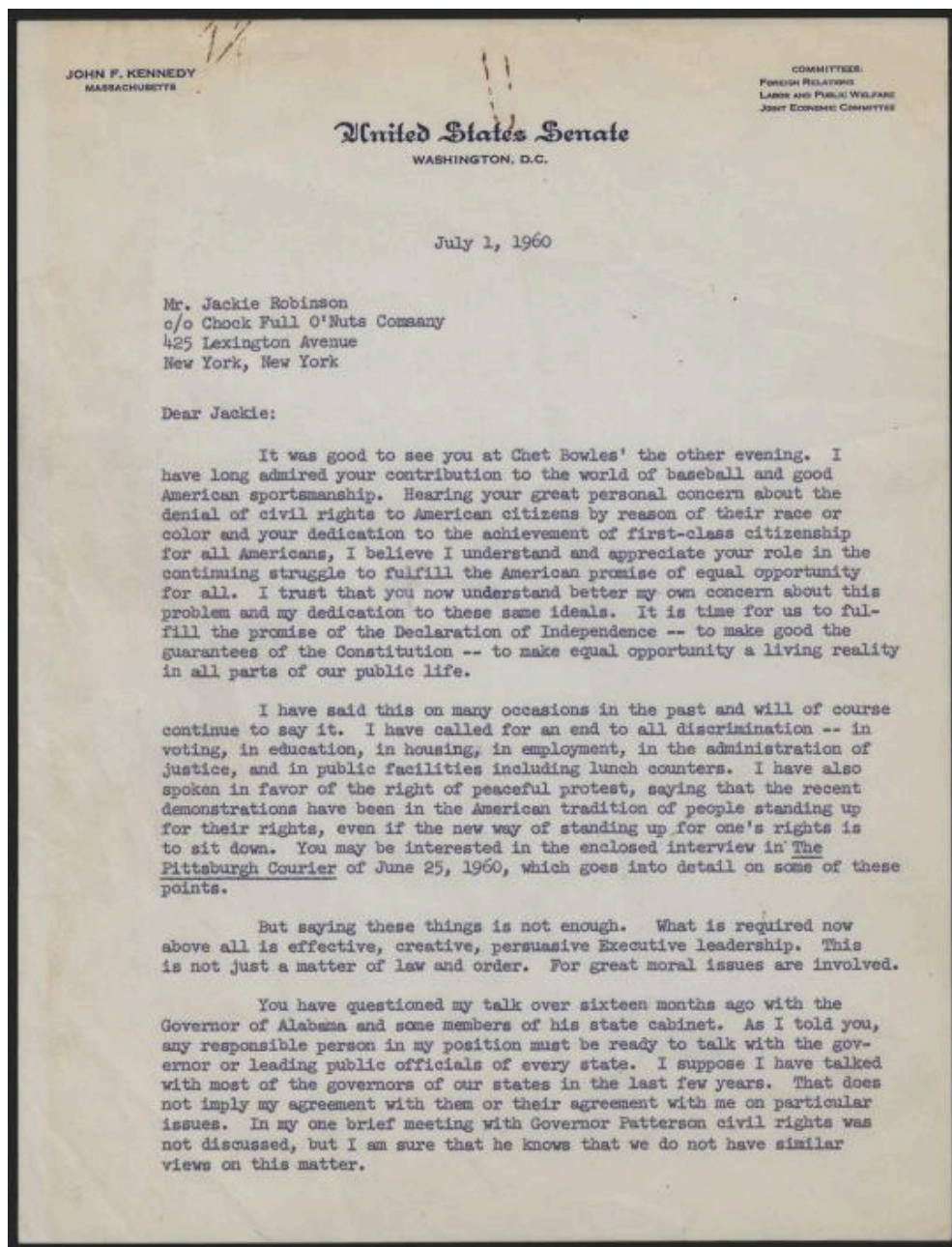
1. Do you think Jackie Robinson lived up to his statement that “a life is not important except the impact it has on other lives.”? In a five-sentence paragraph explain at least two ways Jackie Robinson’s life had a positive impact on others.
2. What is in a game? In a five-sentence paragraph explain how Jackie Robinson used his talent as a baseball player to do more than just win games.
3. How would you react to the violent discrimination Jackie Robinson faced for playing on a desegregated team? In a five-sentence paragraph, explain why Jackie Robinson’s reactions to these threats could be seen as courageous.

## Primary Source Investigation:

Based on this [letter from JFK to Jackie Robinson](#), courtesy of the National Baseball Hall of Fame, answer the following prompts.

1. **Observation:** study the letter 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, how do you think his historical peers viewed Jackie Robinson? What makes you think that?
3. **Wonder:** What additional questions do you have about Jackie Robinson ?

# TODAY in GEORGIA HISTORY



JFK letter to Jackie Robinson , [Courtesy of The National Baseball Hall of Fame](#)

John F. Kennedy Letter to Jackie Robinson, 1960. National Baseball Hall of Fame

[https://baseballhall.org/sites/default/files/styles/story\\_popup\\_thumb\\_540/public/ROBINSON%20LETTER%201\\_0.jpg.jpeg?itok=z1HNPLpe](https://baseballhall.org/sites/default/files/styles/story_popup_thumb_540/public/ROBINSON%20LETTER%201_0.jpg.jpeg?itok=z1HNPLpe)

# TODAY *in* GEORGIA HISTORY

Investigate This Georgia Historical Marker: [Birthplace of Jackie Robinson: First African American in Major League Baseball](#)

- What additional information did you learn about Jackie Robinson by reading this marker?
- Besides his athletic career, how did Jackie Robinson improve the livelihoods of African Americans?
- 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

### Middle School Social Studies 6-8

- 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.



### **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.