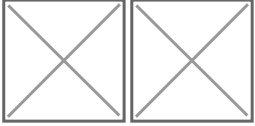




## ALBUM TEACHING THE CIVIL RIGHTS MOVEMENT WITH THE GEORGIA HISTORICAL MARKER PROGRAM

### Album Description



The Georgia Historical Society's [Teaching the Civil Rights Movement with the Georgia Historical Marker Program](#) teacher training course was held January through March of 2022. Open to educators across Georgia, this training opportunity was made possible by the Library of Congress Teaching with Primary Sources (TPS) Eastern Region Program coordinated by Waynesburg University.

Throughout the *Teaching the Civil Rights Movement with the Georgia Historical Marker Program* teacher training course, participants constructed *Focused Inquiries* based on the Inquiry Design Model. Each inquiry is a standards-based (GSE) investigation of the struggle for civil and human rights in Georgia.

Featuring historical markers from the Georgia Historical Marker Program's Georgia Civil Rights Trail and primary sources from GHS and the Library of Congress, these inquiries enhance student understanding of an era in which religion, education, politics, and free enterprise intersected to end Jim Crow and secure civil rights for African Americans.

Use these classroom-ready investigations to explore local, state, and national stories from Reconstruction through the late twentieth century in elementary and middle school classrooms.

A *Focused Inquiry* is an adaptation of the Inquiry Design Model from C3 Teachers. The Inquiry Design Model (IDM) is a distinctive approach to creating curriculum and instructional materials that honors teachers' knowledge and expertise, avoids overprescription, and focuses on the main elements of the instructional design process as envisioned in the Inquiry Arc of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards (2013). ([C3teachers.org](https://c3teachers.org)).



## ALBANY MOVEMENT GEORGIA HISTORICAL MARKER (DOUGHERTY COUNTY)

### Teaching Notes:

Compelling Question: *In what ways did SNCC/Albany State College students contribute to and influence the Albany Movement?*

By Jennifer Egas, Georgia Virtual Academy



## ALONZO HERNDON GEORGIA HISTORICAL MARKER (FULTON COUNTY)

### Teaching Notes:

Compelling Question: Why would Alonzo Herndon create a segregated barbershop that excludes African Americans?



## ATLANTA STUDENT MOVEMENT GEORGIA HISTORICAL MARKER (FULTON COUNTY)

### Teaching Notes:

Compelling Question: What were the goals, strategies, and ultimate impacts of the Atlanta Student Movement?



**PRIMUS KING AND THE CIVIL RIGHTS MOVEMENT GEORGIA HISTORICAL MARKER  
PROGRAM (MUSCOGEE COUNTY)**

**Teaching Notes:**

Compelling Question: Why were African Americans or Blacks like Primus King denied the right to vote in the Georgia Democratic Party primary after the passage of the 15th and 19th Amendments?



## SLAVE CABINS GEORGIA HISTORICAL MARKER (GLYNN COUNTY)

### Teaching Notes:

Compelling Question: Who's voice is missing?



**LEESBURG STOCKADE GEORGIA HISTORICAL MARKER PROGRAM (MASS  
INCARCERATION) (LEE COUNTY)**

**Teaching Notes:**

Compelling Question: Is it okay for children to go to jail?



**LEESBURG STOCKADE GEORGIA HISTORICAL MARKER PROGRAM (THE STOLEN  
GIRLS) (LEE COUNTY)**

**Teaching Notes:**

Compelling Question: Did teenage voices make a difference in the Georgia Civil Rights Movement?






## TEACHING THE CIVIL RIGHTS MOVEMENT WITH THE GEORGIA HISTORICAL MARKER PROGRAM

Teaching Notes:







### Teaching Notes:

Thank you  [Lisa Landers](#) for posting this album with links to lessons on the Civil Rights movement in Georgia. Great model for teachers to use as they create Civil Rights Movement lessons around their state histories.

### Teaching Notes:

 [Lisa Landers](#), this is the most amazing album as was your PD program for Teaching the Civil Rights Movement with the Georgia Historical Marker Program. The work that you,  [Elyse Butler](#) and all the participating teachers did in the name of Civil Rights Awareness is remarkable! This collection of C3 Focused IDMs and your model for teaching with historical markers is a resource many can use! I am still in awe that you were able to combine local and national primary sources with historical markers and the C3 Focused IDM Blueprint. This contribution to our TPS Knowledge base is so significant that I am going to also post a comment in the Network Group, [C3 INQUIRY DESIGN MODELS USING LIBRARY OF CONGRESS PRIMARY SOURCES](#). We do have a [Library of Congress Resources Hub](#) on the C3 website but very few C3 IDMs created by the TPS community have been published recently. And, as you know, the [Focused IDM Blueprint](#) that you used in this project is relatively new and does not appear on our LOC Hub at the C3 website. Kudos for all these innovations!

[Civil Rights](#)

[Historical Markers](#)

[C3 IDM](#)




**Teaching Notes:**

Added this excellent album to this [post on Georgia primary sources from the Library](#).



### Teaching Notes:

Thank you,  [Cheryl Davis](#) ! Our goal was to highlight the power of local stories to support deeper understanding of state and national histories featuring wide-spread and freely-available resources such as historical markers paired with primary source material.



### Teaching Notes:

Thank you,  [Julie Schaul](#) !



### Teaching Notes:



[Ann Canning](#) , we couldn't have done it without you! Your work and guidance empowered us to bring our ideas to life! We are also proud of the creativity and commitment of our teacher participants reflected in these lessons.

## Teaching Notes:

Every single one of these lessons deserves a closer look. I hope TPS Teachers Network members will take a



Photos taken near Picuris Pueblo in northern New Mexico (Mary Johnson, 2021)

New Mexico Historic Women Marker Initiative, 2005