



*Teaching the Civil Rights Movement with the Georgia Historical Marker Program*

C3 Teachers Focused Inquiry (Inquiry Design Model)

Grade: 8th

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Compelling Question	
In what ways did SNCC/Albany State College students contribute to and influence the Albany Movement?	
Standard - from the <a href="#">Georgia Standards of Excellence for Social Studies</a> .	SS8H11a.: Evaluate the role of Georgia in the modern civil rights movement. SS8H11b.: Describe the role of individuals (ex. MLK, Jr.), groups (SNCC and the SCLC) and events (Albany Movement) in the civil rights movement.
Disciplinary Practice	Analyze Primary Sources and Historical Marker Texts
Staging the Question	<ul style="list-style-type: none"> <li>Show students the image of the <a href="#">Albany Movement</a> historical marker at Shiloh Baptist Church in Albany.</li> <li>The students will have a couple of minutes to read the marker. The instructor and students will then conduct a <a href="#">close reading of the marker's text</a>.</li> </ul>

### Supporting Question(s)

How did the events and actors in Albany influence the larger civil rights movement nationally?

### Formative Performance Task

Students will research the Albany Movement in the articles and videos linked in the Smore: <https://www.smore.com/72htx> (compiled by Jennifer Egas)

Then students will choose a topic, a person or event and research it in greater depth using the research document at this link: <https://docs.google.com/document/d/10F4pjXj3WcWf7-psWZLJfmotTUiLHkFfUDs071l-BtE/edit?usp=sharing>

(Students will record their answers on the Google doc above.)

Students can use this research to help them build their website if they choose to take the project a step farther.

### Featured Sources

1. Primary Sources: <https://www.loc.gov/item/2005681331/>
2. Martin Luther King, Jr. Writes Letter From a Cell. Albany, Georgia 1962. Arizona Sun. [https://chroniclingamerica.loc.gov/data/batches/az\\_campfiregoneout\\_ver03/data/sn84021917/00414216882/1962091301/0652.pdf](https://chroniclingamerica.loc.gov/data/batches/az_campfiregoneout_ver03/data/sn84021917/00414216882/1962091301/0652.pdf)
3. Songs of the Southern Freedom Movement. crmvet.org: [https://www.crmvet.org/docs/63\\_songs.pdf](https://www.crmvet.org/docs/63_songs.pdf)
4. Oral History Interview with Matthew Jones. 2002. Columbia Center for Oral History. [https://oralhistoryportal.library.columbia.edu/document.php?id=ldpd\\_14434567](https://oralhistoryportal.library.columbia.edu/document.php?id=ldpd_14434567)
5. The Albany Movement: The Impact of Two Young Revolutionaries. The Egalitarian: The student news site of Houston Community College. <https://hccegalitarian.com/5666/showcase/the-albany-movement-the-impact-of-two-young-revolutionaries/>
6. Georgia Civil Rights Trail: Albany Movement Historical Marker: [https://georgiahistory.com/ghmi\\_marker\\_updated/the-albany-movement/](https://georgiahistory.com/ghmi_marker_updated/the-albany-movement/)

### Summative Performance Task

#### ARGUMENT

Construct an argument (claim) that addresses the compelling question using historical evidence.

**EXTENSION** Imagine you are a newspaper journalist. Write a newspaper article about the influence of SNCC and/or the Freedom Singers on the Albany Movement using your research and the primary sources you have researched for this project. Include an image (or two) related to SNCC/the Freedom Singers in your newspaper article. (The images can be from the 1960s or of the original Freedom Singers in the present-day.) Your article should be at least 500 words long.

**TAKING INFORMED ACTION** Create a webpage (ex. slides, short video, interview, etc.) or other types of artifacts (Students will get approval from the teacher before deciding on the format of the project.) using the information you learned from your research and the project in general about the Albany Movement and/or the role of SNCC and the Freedom Singers in the larger Civil Rights Movement. Your webpage will inform other students, teachers and interested parties about the Albany Movement and the individuals and groups that influenced the local movement as well as the larger civil rights movement. (You can work on an individual page or you can work in groups of not more than 3 students to create a webpage. Be sure you cite your sources of information and images on your page. Proofread your work and share with your instructor for final approval.)

Sites to consider for your project include: Smore.com, Google Sites and Adobe Spark. If you have a different site you'd like to use, please get your instructor's approval.