



[Teaching the Civil Rights Movement with the Georgia Historical Marker Program](#)

[C3 Teachers Focused Inquiry \(Inquiry Design Model\)](#)

Grade: 5th

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Compelling Question	
<b>What were the goals, strategies, and ultimate impacts of the Atlanta Student Movement?</b>	
<p>Standard - from the <a href="#">Georgia Standards of Excellence for Social Studies</a>.</p>	<p>SS5H6 Describe the importance of key people, events, and developments between 1950- 1975. a. Analyze the effects of Jim Crow laws and practices. b. Explain the key events and people of the Civil Rights movement: Brown v. Board of Education (1954), Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Lyndon B. Johnson, Cesar Chavez, Rosa Parks, and Martin Luther King, Jr. c. Describe the impact on American society of the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr. d. Discuss the significance of the technologies of television and space exploration.</p>
<p>Disciplinary Practice</p>	<p>Using primary sources for historical exploration and analysis.</p>
<p>Staging the Question</p>	<ul style="list-style-type: none"> <li>● Preliminary questions: What are civil rights? What are human rights? Can you make a list of what you believe are civil rights and human rights?</li> <li>● Students will be shown an image of the <a href="#">Atlanta Student Movement</a> historical marker.</li> </ul>

	<ul style="list-style-type: none"> <li>• Students will be shown an image of a flyer, <a href="#">The Student Movement and You</a>.</li> <li>• Using the historical marker and flyer as the Q-Focus, students will generate a list of questions using the <a href="#">Question Formulation Technique</a> (QFT) (Right Question Institute). Follow the steps of the QFT to identify open ended questions. Choose an open ended question to explore as the supporting question or use the supporting question suggested below.</li> </ul>
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**Supporting Question(s)**

How were the goals and strategies of the Atlanta Student Movement communicated to other students and the public?

**Formative Performance Task**

Students will split into small groups of 3-4 students. On the board, several documents will be projected. 1-2 per class period for several class periods. The documents will be read together as a class, but discussions and analysis will happen collaboratively in the small groups. Students will answer the following:

- What are the key issues being communicated? (examples: segregation, lack of economic opportunity, history of oppression/mistreatment)
- What are the proposed actions being communicated? (proposals for picketing, economic boycott, gatherings, sit ins, other direct action)

After each example is projected and read, students will be asked to compare and contrast the documents and come up with a small-group consensus answer to the Supporting Question.

At the end of the sessions, students will present their lists on either large butcher paper sheets or a Google Slide.

**Featured Sources**

1. SNCC Mass Meeting Flyer October 16, 1960. [crmvet.org. https://www.crmvet.org/docs/6010\\_sncc\\_atl.pdf](https://www.crmvet.org/docs/6010_sncc_atl.pdf)
2. Oath to Non-Violence / Guide to Picketing from Committee on Appeal for Human Rights. [crmvet.org. https://www.crmvet.org/docs/62\\_atl\\_training.pdf](https://www.crmvet.org/docs/62_atl_training.pdf)
3. Letter to Spelman parents from President Albert E. Manley. Atlanta Student Movement Collection. Atlanta University Center Robert W. Woodruff Library. <https://radar.auctr.edu/islandora/object/auc.013%3A0065>
4. “Student Movement and You” handbill/leaflet circa 1960. Atlanta Student Movement Collection. Atlanta University Center Robert W. Woodruff Library. <https://radar.auctr.edu/islandora/object/auc.013%3A0055>

5. "The Student Movement and You", flyer circa 1963. Atlanta Student Movement Collection. Atlanta University Center Robert W. Woodruff Library. <https://radar.auctr.edu/islandora/object/auc.013%3A0064>

6. Georgia Civil Rights Trail: Albany Movement Historical Marker. From the Georgia Historical Society. [https://georgiahistory.com/ghmi\\_marker\\_updated/the-albany-movement/](https://georgiahistory.com/ghmi_marker_updated/the-albany-movement/)

<b>Summative Performance Task</b>	<b>ARGUMENT</b> Students will write a paragraph that answers the compelling question: What were the goals, strategies and ultimate impacts of the Atlanta Student Movement?
	<b>EXTENSION</b> Individually, students will create a poster, flyer, or one-page newspaper advertisement, that seeks to convince others to join the civil rights movement. Students can take either a historical approach or adapt this to a Taking Informed Action approach.
	<b>TAKING INFORMED ACTION</b> The informed action task would involve connecting a poster, flyer, etc., to a current issue/problem. Examples: Black Lives Matter, plastics pollution, refugee rights, etc.