



The Leesburg Stockade Historical Marker
Focused IDM (2 supporting questions)

Grade Level: 8th

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Compelling Question	
Is it okay for children to go to jail?	
Standard	SS8H11 Evaluate the role of Georgia in the modern civil rights movement.
Disciplinary Practice	Analyze primary sources, practice literacy skills, and conduct student-focused historical research.
Staging the Question	Conduct a Question Formulation Technique activity using Source C and one sentence from the text in Source A as the Q-Focus (see example). Students generate their own questions about the Stolen Girl’s experiences at the Leesburg Stockade. Discuss and reflect on the process of generating questions. Did the Q-Focus spark any prior knowledge for students? Do they want to learn more? (Save student-generated questions. You will use them in the Extension and/or Taking Informed Action activity at the end of this inquiry.)

Supporting Questions	
#1 What were the experiences of “Stolen Girls” who were incarcerated during the Civil Rights Movement in Southwest Georgia?	#2 What was the role of mass incarceration in Southwest Georgia during the Civil Rights Movement?

Formative Performance Tasks

Conduct a [close reading](#) of **Source A**, The Leesburg Stockade: Georgia Civil Rights Trail historical marker. Choose one of the first-hand accounts in **Source B** to read. Compare the information from **Source A** to **Source B**. How are they similar and how are they different?

Write a [Six Word Story](#) describing the experience of the “Stolen Girls” in Americus, Georgia in 1963.

Using the “[See, Think, Write](#)” strategy and briefly describe how each primary source (**Sources C-G**) reflects the practices of arrests, policing and/or jailing during the Civil Rights Movement in Southwest Georgia.

Use the notes/description written by students as evidence to respond to supporting question number 2.

Featured Sources

Source A: The Leesburg Stockade: Georgia Civil Rights Trail. From the Georgia Historical Marker Program with the Georgia Historical Society. https://georgiahistory.com/ghmi_marker_updated/the-leesburg-stockade-georgia-civil-rights-trail/

Source B: “Excerpts from Eleven Americus Affidavits.” CRMVet.org. https://www.crmvet.org/docs/630000_sncc_a_mericus_affidavits.pdf

Source C: “Leesburg, Georgia. Arrested for demonstrating in Americus, teenage girls are kept in a stockade in the countryside.” Danny Lyon. Georgia, 1963. https://www.instagram.com/p/B0hFNZCH7Us/?utm_source=ig_web_copy_link

Source D: “From Inside a Black Maria (Paddy Wagon).” Photograph, 1963-1964. Danny Lyon. From the High Museum of Art. <https://high.org/collections/from-inside-a-black-maria-paddy-wagon/>

Source E: “Pray, Arrested.” July 29, 1962. Springfield Leader and Press (Springfield, Missouri). https://docs.google.com/document/d/1JPfcpXtAIPkWW9hZHpy_P-W_7fbhE2bvZ2XvjtqYdmQ/edit?usp=sharing

Source F: “Action Memo on Americus, Georgia.” Student Nonviolent Coordinating Committee. CRMVet.org. https://www.crmvet.org/docs/631000_sncc_a_mericus_memo-c.pdf

Source G: “Upside Down Justice: The Albany Cases.” Page 4. Published by the National

Committee for the Albany Defendants.
 CRMVet.org.
https://www.crmvet.org/docs/64_scef_albany-case.pdf

Summative Performance Tasks (Pick 1)	<p>ARGUMENT Construct an argument (claim) that addresses the compelling question using historical evidence.</p>
	<p>EXTENSION Using the student-generated questions from the staging the question activity, students will answer any of their outstanding questions. What other information do they need to be able to respond to their own questions about the Stolen Girls? Students can conduct research with the Georgia Historical Society, the Library of Congress, and other research organizations to answer their questions. (Hint: For help finding other, related primary sources use terms identified in the Close Reading activity for supporting question number one, as search terms to find primary and secondary sources for further research.)</p>
Optional	<p>Taking Informed Action: Create Your Own Historical Marker: Write a historical marker that explains the role of mass incarceration in SW Georgia during the Civil Rights Movement. (Create your own historical marker blog and worksheet.)</p>