



Sample: Leesburg Stockade Georgia Historical Marker Focused Inquiry

Grade Level: 6-12

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Compelling Question	
Did teenage voices make a difference in the Georgia Civil Rights Movement?	
Standard – from the Georgia Standards of Excellence for Social Studies.	SS8H11 Evaluate the role of Georgia in the modern civil rights movement b. Describe the role of groups (SNCC and SCLC) and events (Albany Movement and March on Washington) in the Civil Rights Movement. c. Explain the resistance to the 1964 Civil Rights Act, emphasizing the role of Lester Maddox.
Disciplinary Practice from the C-3 Standards	D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
Staging the Question	Use the Project Zero Thinking Routine, I used to think.....now I think to analyze the Danny Lyon photo of the Stolen Girls and the Georgia Historical Marker text .

Supporting Questions	
1. Why did teenage girls protest in Americus, Georgia in 1962?	2. What was the significance of their protest?
Formative Performance Tasks	
Divide the class into small groups and have each group analyze a different primary source and report back to the larger group with their answers to supporting question #1. Use the Library of Congress Analysis Tool for the photographs. Use the Project	Divide the class into small groups and have each group analyze a different primary source and report back to the larger group with their answers to supporting question #2. Use the Library of Congress Analysis Tool for the photograph. Use the Project

Zero Thinking Routine, Claim, Support, Question with the video and interview.	Zero Thinking Routine, Claim, Support, Question with the newspaper articles and interview.
Featured Sources	
<ul style="list-style-type: none"> a. Photograph: Movie Theater Colored Entrance, Albany, GA, ca. 1963 b. Photograph: Drinking Fountains in the Dougherty County Courthouse, Albany, Georgia, ca. 1963 c. Photograph: Railroad station, Manchester, Georgia, ca. 1963 d. Six Years after Brown, Atlanta Citizens Discuss Their Schools, 1960. e. Interview: Sam Mahone p. 9 	<ul style="list-style-type: none"> a. Hidden Herstory: The Leesburg Stockade Girls. National Museum of African American History and Culture, Jul 12, 2018. b. Governor Lester Maddox locks the doors of his Pickrick cafeteria rather than integrate. 1965. c. The Leesburg Stockade Historical Marker, 2019 d. ‘Stolen Girls’: Foot soldiers inducted into the Voting Rights Hall of Fame. March 6, 2007. Selma Tribune. e. Interview: Sam Mahone p. 18

Summative Performance Tasks (Pick 1 or 2)	<p>ARGUMENT Students construct an argument (e.g., detailed outline or essay) that addresses the compelling question, Did teenage voices make a difference in the Georgia Civil Rights Movement?, using specific claims and relevant evidence from sources while acknowledging competing views.</p>
	<p>EXTENSION: Find a family member or neighbor who was active in the Georgia Civil Rights Movement. Use the Question Formulation Technique To brainstorm and prioritize a list of questions you could use in an oral history interview. Interview the activist and share that with your classmates.</p>