



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	
<p>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?</p>	
<p>Standard - from the Georgia Standards of Excellence for Social Studies.</p>	<p>SS8H7 Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era.</p> <p>b. Analyze how rights were denied to African Americans or Blacks through Jim Crow laws, <i>Plessy v. Ferguson</i>, disenfranchisement, and racial violence, including the 1906 Atlanta Riot.</p> <p>SS8H10 Evaluate key post-World War II developments in Georgia.</p> <p>c. Describe the relationship between the end of the white primary and the 1946 governor's race.</p> <p>SSCG7 Demonstrate knowledge of civil liberties and civil rights.</p> <p>b. Define civil rights as equal protections for all people (e.g., Civil Rights Act, <i>Brown v. Board of Education</i>, etc.)</p> <p>d. Identify how amendments extend the right to vote.</p>

Disciplinary Practice	primary source analysis and historical research
Staging the Question	<ul style="list-style-type: none"> ● Ask students to pair-share brainstorm the question, “What do you know about voting and voter rights?” Invite each pair to share their responses with the class. ● Project image of the Primus King and the Civil Rights Movement historical marker. ● Pull out one line from the marker as a focus point. <ul style="list-style-type: none"> ○ <i>The modern Civil Rights Movement in Georgia began on July 4, 1944, when Primus E. King, an African-American barber and minister, attempted to vote at the Muscogee County Courthouse in the Democratic Party’s primary election, which barred blacks from participating.</i> ● Guide students through the Question Formulation Technique (Right Question Institute) to generate questions for the extension activity, promote student engagement and self-direction, and customize the learning experience for your class. This short presentation (download to edit as needed) is available to guide students through the QFT process. ● Debrief by highlighting key student questions that are different from the supporting questions.

Supporting Question(s)
<p>What is a “whites only” primary?</p> <p>What does disenfranchisement mean?</p> <p>What actions did Primus King take to fight for his right to vote?</p>
Formative Performance Task
<p>Jigsaw Activity Divide students into groups and assign one of the featured sources to each group. Complete the Jigsaw Activity. (Primary Source Analysis)</p> <p>I Used to Think... Now I Think... Have students analyze what they have learned from the Jigsaw Activity using each of the sentence starters: • I used to think... • Now, I think... (Formative Assessment)</p>
Featured Sources
<ol style="list-style-type: none"> 1. Photo of Primus King (1977). New Georgia Encyclopedia. <ul style="list-style-type: none"> ● Why does he have a check?

- Why did the court award him money?
 - What does reparation mean?
 - Why was Primus King given a reparation?
2. [Voter Suppression](#). Digital Collections. nypl.org.
 3. ["The Rise of the 'White Primary' Movement as a Means of Barring the Negro From the Polls."](#) *The Journal of Negro History*, Vol. 25, No. 2, 1940.
 4. [Transcript of Primus King Oral History Interview](#). Columbus State University Archives and Special Collections
 5. ["All Vote Freely in Athens Primary"](#). *The Savannah Tribune*. December 06, 1945.
 6. ["Judge Rules Negroes Can Vote in Georgia Primary."](#) *The Savannah Tribune*. October 18, 1945.
 7. [King vs. Chapman](#) U.S. Court of Appeals for the Fifth Circuit - 154 F.2d 460 (5th Cir. 1946) March 6, 1946
 8. [Primus King and the Civil Rights Movement Historical Marker](#). From the Georgia Historical Marker Program at the Georgia Historical Society.

Summative Performance Task	<p>ARGUMENT</p> <p>Answer the compelling question by constructing a claim in the form of a Tweet, Instagram, or Tic Toc. Be sure to use specific claims and relevant evidence from the documents.</p>
	<p>EXTENSION</p> <p>Return to the list of QFT student-generated questions and guide students to explore their own questions through historical research and primary source analysis. Students might ask questions like:</p> <ul style="list-style-type: none"> ● Who was Primus King? ● Why do we study Primus King? ● What did he do that was important? ● Why was he denied the right to vote? ● What is the U.S. Circuit Court of Appeals? ● Were others denied the right to vote? ● How did other people respond to this situation?
	<p>TAKING INFORMED ACTION</p>

Create a video or print advertisement encouraging all registered voters to vote in the next primary election. Or if there is no upcoming election, create a video or print advertisement encouraging all who are eligible to register to vote.