

Keriston Provost

| Project Description |
|---|
| <p>Students will investigate the life and contributions of Juliette Gordon Low, utilizing primary sources and connecting her achievements to relevant historical markers, while also exploring Georgia's role in the modern civil rights movement.</p> <p>By integrating Juliette Gordon Low's story with discussions of civil rights in Georgia, students will gain a nuanced understanding of how individuals like Low contributed to broader movements for equality and social change. Adjust activities and resources based on student needs and available classroom time to ensure a comprehensive exploration of the topic.</p> |
| Inquiry Format |
| <ol style="list-style-type: none"> 1. Introduction (30 minutes): <ul style="list-style-type: none"> ○ Briefly introduce Juliette Gordon Low and her significance as the founder of the Girl Scouts. ○ Discuss the broader context of social change and civil rights movements in Georgia during her lifetime. 2. Primary Source Analysis (60 minutes): <ul style="list-style-type: none"> ○ Divide students into small groups and assign each group a primary source from Juliette Gordon Low's life. ○ Guide students through structured analysis questions: <ul style="list-style-type: none"> ▪ What does this source tell us about Juliette Gordon Low's values and motivations? ▪ How did her upbringing and experiences shape her contributions to society? ▪ What connections can be made between Juliette Gordon Low's work and the broader goals of social change and equality? 3. Connection to Historical Markers and Civil Rights (30 minutes): <ul style="list-style-type: none"> ○ Discuss and analyze historical markers related to Juliette Gordon Low or the Girl Scouts movement. ○ Integrate discussion on how these markers intersect with civil rights movements in Georgia. ○ Explore the significance of historical markers in preserving civil rights history and commemorating contributions to social justice. 4. Creation of Marker Text (60 minutes): <ul style="list-style-type: none"> ○ Have students work individually or in pairs to create text for a new historical marker dedicated to Juliette Gordon Low. |

- Provide guidelines for the marker text, emphasizing her role in promoting values such as inclusivity, education, and civic engagement.
 - Encourage students to consider connections to civil rights themes and the broader impact of her work on societal norms.
5. Reflection and Discussion (30 minutes):
- Lead a class discussion where students share their marker texts and reflections on Juliette Gordon Low's legacy.
 - Discuss how her contributions align with and contribute to the ongoing narrative of civil rights in Georgia.
 - Reflect on the role of historical markers in shaping public memory and understanding of social movements.

Georgia Standards of Excellence

Align the lesson with Georgia Standards of Excellence for Social Studies (SS8H11), focusing on evaluating Georgia's impact on civil rights and connecting historical figures to broader historical contexts.

Primary & Secondary Sources to Use

- Primary sources from Juliette Gordon Low's life (documents, photographs, etc.).
- Historical markers related to Juliette Gordon Low or the Girl Scouts movement.
- Resources related to Georgia's modern civil rights movement (e.g., documents, photographs, articles).

Sources on Juliette Low

<https://www.juliettegordonlowbirthplace.org/en/explore/history/about-juliette-gordon-low.html>

<https://www.womenshistory.org/education-resources/biographies/juliette-gordon-low>

<https://gallaudet.edu/student-success/tutorial-center/english-center/reading-esl/esl-practice-reading-exercises/biography-of-juliette-low/>

<https://www.womenofthehall.org/inductee/juliette-gordon-low/>

<https://www.girlscouts.org/en/footer/visit-us/jgl-birthplace.html>

| Expected Outcome/Output for Students |
|--|
| <p>Reflection and Discussion:</p> <ul style="list-style-type: none"> ○ Lead a class discussion where students share their marker texts and reflections on Juliette Gordon Low's legacy. ○ Discuss how her contributions align with and contribute to the ongoing narrative of civil rights in Georgia. ○ Reflect on the role of historical markers in shaping public memory and understanding of social movements. <p>Assessment:</p> <ul style="list-style-type: none"> • Evaluate students based on their participation in primary source analysis, the accuracy and creativity of their marker text, and their ability to articulate connections between Juliette Gordon Low's life, the Girl Scouts movement, and civil rights in Georgia. |
| Historical Marker Connections |
| <p>[See #3 & 4 above]</p> <p>Connection to Historical Markers and Civil Rights:</p> <ul style="list-style-type: none"> ○ Discuss and analyze historical markers related to Juliette Gordon Low or the Girl Scouts movement. ○ Integrate discussion on how these markers intersect with civil rights movements in Georgia. ○ Explore the significance of historical markers in preserving civil rights history and commemorating contributions to social justice. <p>Creation of Marker Text :</p> <ul style="list-style-type: none"> ○ Have students work individually or in pairs to create text for a new historical marker dedicated to Juliette Gordon Low. ○ Provide guidelines for the marker text, emphasizing her role in promoting values such as inclusivity, education, and civic engagement. ○ Encourage students to consider connections to civil rights themes and the broader impact of her work on societal norms. |