

Tomika Anthony

Project Description
<p>Students will analyze primary and secondary sources such as speeches, letters, pictures, and historical markers to learn the significance of the Albany Movement and the Civil Rights Movement.</p> <p>Questions to consider:</p> <ul style="list-style-type: none"> • What were the main goals of the Albany Movement? How can those goals relate to the Civil Rights Movement? • Strategies used by the activists in the Albany Movement? How did the strategies used in the Albany Movement influence the Civil Rights Movement? <p>Can we link the Albany Movement to current events and ongoing challenges?</p>
Inquiry Format
<p>Students will use the jigsaw method to evaluate primary and secondary resources to learn how the Albany Movement impacted the Civil Rights Movement.</p> <p>Students will be assigned to groups and given informative information online and in print. Each student will be assigned a specific topic related to Albany and the Civil Rights Movement for which they are responsible. Students will start analyzing independently to learn about their assigned topic. The students will meet with their expert group of students who have the same learning topic. In expert groups, students will discuss, share, and ask questions on their topic. Then students will return to their original groups and take turns sharing important points of what they have learned</p> <p>Who were the key figures involved? What were some of the successes and challenges during the Albany Movement?</p>
Georgia Standards of Excellence
<p>SS8HII Evaluate the role of Georgia in the modern civil rights movement.</p> <p>b. Describe the role of individuals (Martin Luther King, Jr. and John Lewis), groups (SNCC and SCLC), and events (Albany Movement and March on Washington) in the Civil Rights Movement.</p>
Primary & Secondary Sources to Use
<p>Potential Primary Sources</p> <ol style="list-style-type: none"> 1. Video and audio excerpts of interviews from H. Rap Brown and Laurie Pritchett 2. Writings such as letters, manifestos, movement proposals, etc., from activists

- and organizations involved in the Albany Movement and Civil Rights movement
- 3. Georgia Civil Rights Trail Historical Markers
- 4. Photographs of demonstrations, protests, sit-ins, and arrests that took place during the Albany Movement

Potential Secondary Sources

- 1. Informative text about the Albany Movement: Article in New Georgia Encyclopedia
- 2. Study guides the Albany Movement, online SparkNotes study guide
- 3. The Albany Movement and Limits of Nonviolent Protest in Albany, Georgia 1961-1962, research article in the Digital Commons
- 4. Virtual tours on the Georgia History Maker website

Expected Outcome/Output for Students

Students will gain an understanding of the goals, strategies, and critical figures of the Albany Movement.

Through the Jigsaw learning method, students will analyze primary and secondary sources related to Albany and the Civil Rights Movement. They will enhance their critical thinking skills by comparing the different strategies, approaches, and perspectives of the Albany Movement.

As a final assessment, students will create digital stories or virtual tours depicting the key figures, events, strategies, and outcomes of the Albany Movement.

Historical Marker Connections

Students will have an option to do

- 1. Create presentations or reports on the significance of strategies, successes, and failures related to the Albany and Civil Rights Movement
- 2. Create an interactive map of Albany, Georgia, targeting critical locations of events during the Albany Movement. Students can include photos, drawings, and quotes to describe and inform about the key locations in their interactive map