



[Teaching the Civil Rights Movement with the Georgia Historical Marker Program](#)

[C3 Teachers Focused Inquiry \(Inquiry Design Model\)](#)

Grade: 8th

Authors: Sade Stanton, Crystal Flowers, and Samantha Bazzell-Oliver, Fulton

County Schools Social Studies

Compelling Question	
Why would Alonzo Herndon create a segregated barbershop that excludes African Americans?	
<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>c. Explain the roles of Booker T. Washington, W. E. B. DuBois, and Alonzo Herndon in advancement of the rights of African Americans or Blacks in the New South Era.</p>
<p>Disciplinary Practice</p>	<p>Analyze Primary Sources and Historical Marker Texts</p>
<p>Staging the Question</p>	<ul style="list-style-type: none"> ● Show students the image of the historical marker of Alonzo Herndon and a newspaper clipping of the Crystal Palace. ● The students will have a couple of minutes to read the marker. The instructor and students will then conduct a close reading of the marker's text.

Supporting Question(s)

How did Alonzo Herndon impact the economics of the Black community in Atlanta?

How was Alonzo Herndon able to work with Booker T. Washington and W. E. B. DuBois when they had opposing ideas?

Formative Performance Task

Tug of Perspective

Because Alonzo Herndon associated with both Booker T. Washington and W. E. B. DuBois, students are to research the perspective of both Washington and DuBois to understand their belief on African American/ Black empowerment and equality. Once students have determined Washington's and DuBois' perspectives, students will use the primary documents to identify whose perspective Herndon's views and lifestyle aligned, DuBois or Washington.

Featured Sources

Primary Sources:

Images from the Tug of Perspective Activity

#1 <https://images.app.goo.gl/vD2Aacd3QHgyDBgS9>

#2 <https://images.app.goo.gl/fQohQmBKaVyBRxc9>

#3 <https://images.app.goo.gl/u47FHEi68B7UuHrV7>

#4 <https://images.app.goo.gl/D3brSuWLFYan3ZT66>

#5 <https://images.app.goo.gl/zMSmWTq3GvHHKfM7A>

Secondary Source: [From Rags to Riches: The Story of Alonzo Herndon | Georgia Stories](#)

Historical Marker: Alonzo Herndon Historical Marker. From the Georgia Historical Marker Program. https://georgiahistory.com/ghmi_marker_updated/alonzo-herndon-1858-1927/

Summative Performance Task

ARGUMENT Respond to the compelling question. (Alonzo Herndon was able to uplift the African American community in Atlanta by way of his economic contributions despite being hindered by segregation.)

EXTENSION The Crystal Palace was a luxurious barber shop exclusively for white people. The African American community believes they should be able to enjoy this experience. If you are Alonzo Herndon, what are your options? What are the pros and cons of your decision?

Write a persuasive essay explaining what option Alonzo Herndon should choose and why.

TAKING INFORMED ACTION The life of Alonzo Herndon is one of Black entrepreneurship. Therefore, to encourage students, especially minority students, in understanding the principles of business and economics, we will

have students create a business plan. Students will have to explain the product they are selling and how their company will benefit the community. In addition to meeting standard SS8H7, this activity also meets SS8E2: Evaluate the influence of Georgia-based businesses on the State's economic growth and development. a. Describe how profit is an incentive for entrepreneurs. b. Explain how entrepreneurs take risks to develop new goods and services to start a business.