



[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 style="color: #800000;">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 <a href="#">Georgia Standards of Excellence for Social Studies</a>.</p>	<p>SS8H7 Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era.            b. Analyze how rights were denied to African Americans or Blacks through <b>Jim Crow laws</b>, Plessy v. Ferguson, <b>disenfranchisement</b>, and racial violence, including the 1906 Atlanta Riot.</p> <p>SS8H10 Evaluate key post-World War II developments in Georgia.            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.            b. Define civil rights as equal protections for all people (e.g., Civil Rights Act, Brown v. Board of Education, etc.)            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"> <li>● Ask students to <a href="#">pair-share brainstorm</a> the question, “What do you know about voting and voter rights?” Invite each pair to share their responses with the class.</li> <li>● Project image of the <a href="#">Primus King and the Civil Rights Movement historical marker</a>.</li> <li>● Pull out one line from the marker as a focus point. <ul style="list-style-type: none"> <li>○ <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></li> </ul> </li> <li>● Guide students through the <a href="#">Question Formulation Technique</a> (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 <a href="#">presentation</a> (download to edit as needed) is available to guide students through the QFT process.</li> <li>● Debrief by highlighting key student questions that are different from the supporting questions.</li> </ul>

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><a href="#">Jigsaw Activity</a> Divide students into groups and assign one of the featured sources to each group. Complete the Jigsaw Activity. (Primary Source Analysis)</p> <p><a href="#">I Used to Think... Now I Think...</a> 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"> <li>1. <a href="#">Photo of Primus King (1977)</a>. New Georgia Encyclopedia. <ul style="list-style-type: none"> <li>● Why does he have a check?</li> </ul> </li> </ol>

- 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><b>ARGUMENT</b></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><b>EXTENSION</b></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"> <li>● Who was Primus King?</li> <li>● Why do we study Primus King?</li> <li>● What did he do that was important?</li> <li>● Why was he denied the right to vote?</li> <li>● What is the U.S. Circuit Court of Appeals?</li> <li>● Were others denied the right to vote?</li> <li>● How did other people respond to this situation?</li> </ul>
	<p><b>TAKING INFORMED ACTION</b></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.