



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	
Whose voice is missing?	
<p>Standard - from the Georgia Standards of Excellence for Social Studies.</p>	<p>SS8H5 Analyze the impact of the Civil War on Georgia. a. Explain the importance of key issues and events that led to the Civil War; include slavery, states’ rights, nullification, Compromise of 1850 and the Georgia Platform, the Dred Scott case, Abraham Lincoln’s election in 1860, and the debate over secession in Georgia. b. Explain Georgia’s role in the Civil War; include the Union blockade of Georgia’s coast, the Emancipation Proclamation, Chickamauga, Sherman’s Atlanta Campaign, Sherman’s March to the Sea, and Andersonville.</p>
<p>Disciplinary Practice</p>	<p>Project Based Learning- Social Studies Emphasis</p>
<p>Staging the Question</p>	<ul style="list-style-type: none"> Look at the Slave Cabin historical marker located on St. Simon’s Island, Georgia as well as The Tabby House, its facebook page and signage.

Supporting Question(s)

How can slave cabins help us learn about the experiences of enslaved people?

Why does the historical marker leave out the story of the enslaved?

Formative Performance Task

Use the following webpage from the Georgia Historical Society to explore what you can learn from historical markers without even reading them. How can markers represent a particular voice or perspective?

<https://georgiahistory.com/beyond-the-text-using-historical-markers-to-explore-georgia-history/>

Create a chart that notes who is given voice historically (the person or group who published the marker) and the decade in which that voice spoke (when the marker was erected). Once students have completed their chart, they will write a short reflection that compares and contrasts the voices on the markers and the photographs they have viewed, specifically keeping in mind whose voice is missing from the story.

Featured Sources

1. Source A: [Slave Cabin Historical Marker](#). From the Georgia Historical Commission.
2. Source B: Photographs of The Tabby House
3. Source C: [Photographs of The Tabby House signage](#). The Tabby House Instagram.
4. Source D: [The Tabby House Facebook page](#). The Tabby House Facebook page.
5. Source D: ["Former Tabby Slave Quarters and Residents, St. Catherine's Island, GA."](#) Photograph. Savannah: undated. From Georgia Historical Society: GHS 1360-PH-18-03-08, Cordray-Foltz Photography Studio photographs.
6. Source E: Butler Island Historical Markers(3)
 - a. [Butler Island Plantation](#). From the Georgia Historical Commission.
 - b. [Famous Butler Authors](#). From the Georgia Historical Commission.
 - c. [The Enslaved People of Butler Island](#). From the Georgia Historical Society.
7. [History of the Cassina Site](#). Cassina Garden Club.

8. [Butler Island rice canals](#). Google Maps.

Summative Performance Task	ARGUMENT Respond to the compelling question, “Who’s voice is missing?”
	EXTENSION Think about what we have seen, read, and heard about both St. Simon and Butler Islands and the historical markers that are there. Imagine you are the host of a podcast and create an episode around the markers. The title of this episode of your podcast is, “Who gets a voice in history?” Use your three to five minute podcast to provide some context about whose voices are usually heard in history, a brief description of the marker program, relate that historical context to the SSI/Butler Island markers, and then give your thoughts on who is/is not given voice in history. Draw a conclusion about whose voice is heard and whose voice should be heard.
	TAKING INFORMED ACTION Students will give voice to a previously unheard person/event by researching and composing their own historical marker.