

Late 20th Century Georgia Leaders Series

Student-Driven Inquiry

Question Formulation Technique (QFT) + Teaching with Primary Sources Mashup

Steps: Observe → Question (QFT) → Reflect → Corroborate → Research → Reflect

8th-HS (suitable for small group/pair/individual work)

SS 8th History 12: Explain the importance of developments in Georgia since the late 20th century

b. Describe the role of Jimmy Carter in Georgia as state senator, governor, president, and past president.

Observe: 1-2 min observation period to look at primary source and review source information.



Peanut-shaped float passes by reviewing stand for the inauguration of Jimmy Carter to President, Washington, D.C. Washington D.C, 1977. <https://www.loc.gov/item/2005696398/>



Question: Students produce questions, following the four rules of the QFT strategy, and numbering each question. (individual, small group, or whole group activity)

1. Ask as many questions as you can.
2. Do not stop to discuss, judge, or answer the questions.
3. Students record every question exactly as stated.
4. Change any statement into a question.

Students improve questions:

- Categorize as open or closed.
- Change one open question to closed and one closed question to open.

Students prioritize questions by choosing their top three:

- Discuss with students why they chose the top three.

Reflect: Take a few minutes to review student work so far.

Students share and discuss:

- Review the source information (author/creator, title, publisher, date, location, etc.) with students and attempt to answer any of their questions based on that information.
- Make inferences based on visible evidence. Discuss conclusions students can draw about the subject based on observational and contextual evidence from the source and the citation.

Students and teacher discuss a plan to answer priority questions:

- To answer the three priority questions, what information do students need?
- Discuss where students could find that information.

Students think about their thinking: Discuss the following...

- Did students learn from the questions others asked? Give evidence.
- How did students decide on their questions? Why are these questions important to students?

Corroborate: Students explore additional primary and/or secondary sources (provided by GHS) looking for similarities and differences to the original source.

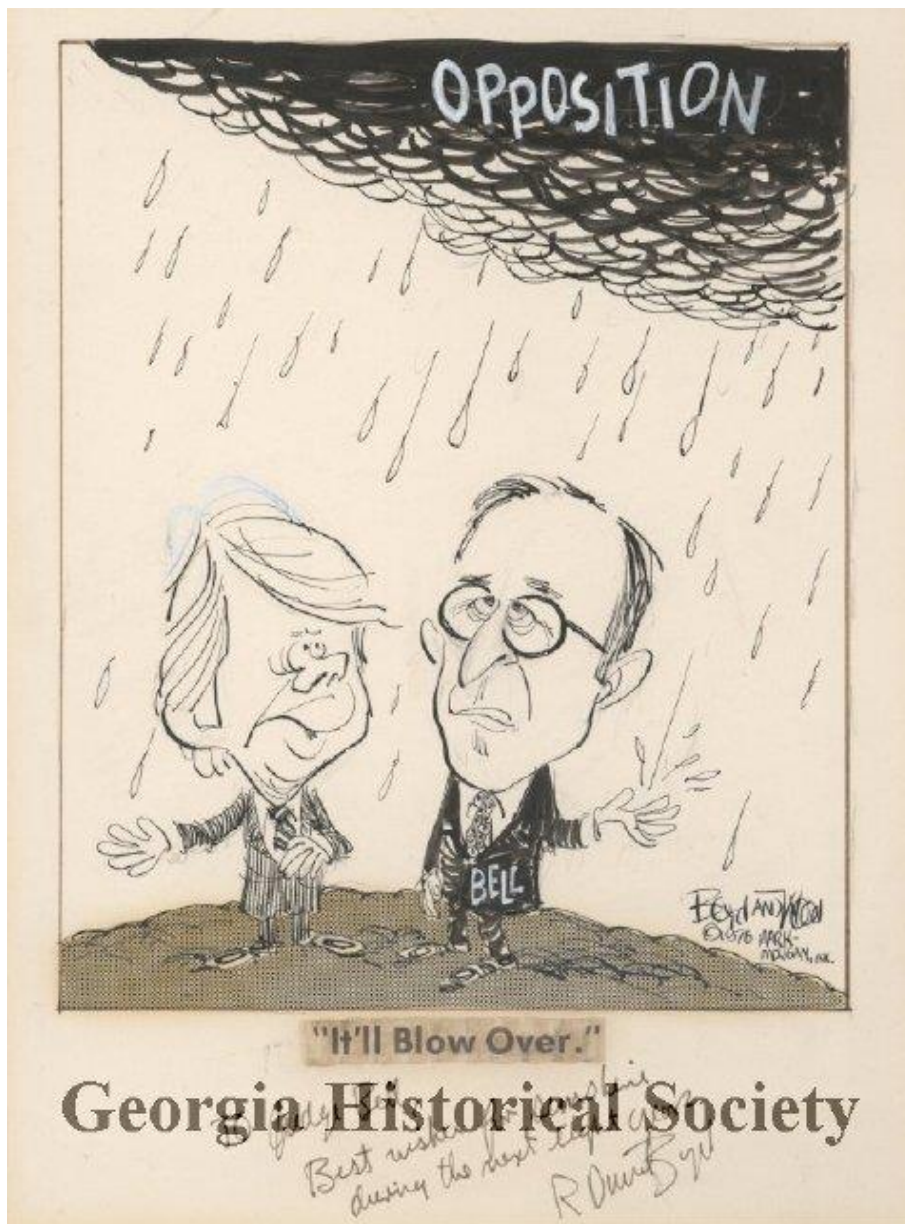
Students explore one or more additional sources observing visual evidence (details) and source information (author/creator, title, publisher, date, location, etc.) to draw conclusions from the various sources.

Students discuss to determine if they need more information to answer priority questions.



Carter, Jimmy, Kurt Waldheim, and United States National Aeronautics And Space Administration. *The sounds of Earth.*, 1977. <https://www.loc.gov/item/cosmos000115/>

GEORGIA HISTORICAL SOCIETY



It'll Blow Over. From the Griffin B. Bell Papers at the Georgia Historical Society. 1976.

<https://georgiahistory.pastperfectonline.com/photo/5967C875-F35C-4E39-968D-624030567019>

GEORGIA HISTORICAL SOCIETY

Seven governors gather in the capitol in Atlanta on January 25, 1991:
(l. to r.) Ernest Vandiver, Zell Miller, George Busbee, Carl Sanders,
Jimmy Carter, Joe Frank Harris, Herman Talmadge.



Seven governors gathered at the Georgia State Capitol on January 25, 1991. From the Charles H. Prout research materials on Georgia Governors collection at the Georgia Historical Society.

<https://georgiahistory.pastperfectonline.com/photo/ACB4F0FE-ED4B-4529-9E46-682094953784>

GEORGIA HISTORICAL SOCIETY



President Jimmy Carter and Egyptian President Anwar Sadat have refreshments in the garden of the White House, Washington, D.C. Washington D.C., 1980. <https://www.loc.gov/item/2006676707/>

GEORGIA HISTORICAL SOCIETY



Former U.S. President Jimmy Carter comforts six-year-old Savelugu Hospital on Feb. 8, 2007, as Adams Bawa, a Carter Center technical assistant, dresses her extremely painful Guinea worm wound. Savelugu, Ghana. The Carter Center.

https://www.cartercenter.org/news/photos/president_jimmy_carter_photo_comforts_child.html



Research: Students practice lateral reading. Include short instructions and links to resources for research.

- Jimmy Carter, 60-Second Presidents. PBS. 2015. <https://www.youtube.com/watch?v=TmSO9pMWQjA>
- Jimmy Who? Democratic Presidential Campaign, 1976. C-SPAN, 2016. <https://www.c-span.org/video/?409401-1/jimmy-who#>
- Jimmy Carter's legacy, in photos. CNN, March, 2020. <https://www.cnn.com/2014/09/30/politics/gallery/jimmy-carter/index.html>
- U.S. Presidential Inaugurations: Jimmy Carter. Library of Congress, 2017. <https://www.loc.gov/rr/program/bib/inaugurations/carter/index.html>
- Virtual Field Trip. The Jimmy Carter Presidential Library and Museum. https://www.jimmycarterlibrary.gov/museum/virtual_tour

Reflect: Students consider what they have learned and share with classmates.

Students work to respond to priority questions.

Assessment: Using the responses to the three priority questions and any other evidence gathered evaluate Jimmy Carter as a leader. (Individual, small group, or whole group activity)

Additional Resources:

[The Jimmy Carter Presidential Library and Museum Virtual Field Trip](#)

[Jimmy Carter National Historic Site Distance Learning](#)

[2020 Plains Peanut Festival Postcard Theme: Plains, Peanuts, & a President: History in a Nutshell!](#)