

Late 20th Century Georgia Leaders Series

Student-Driven Inquiry

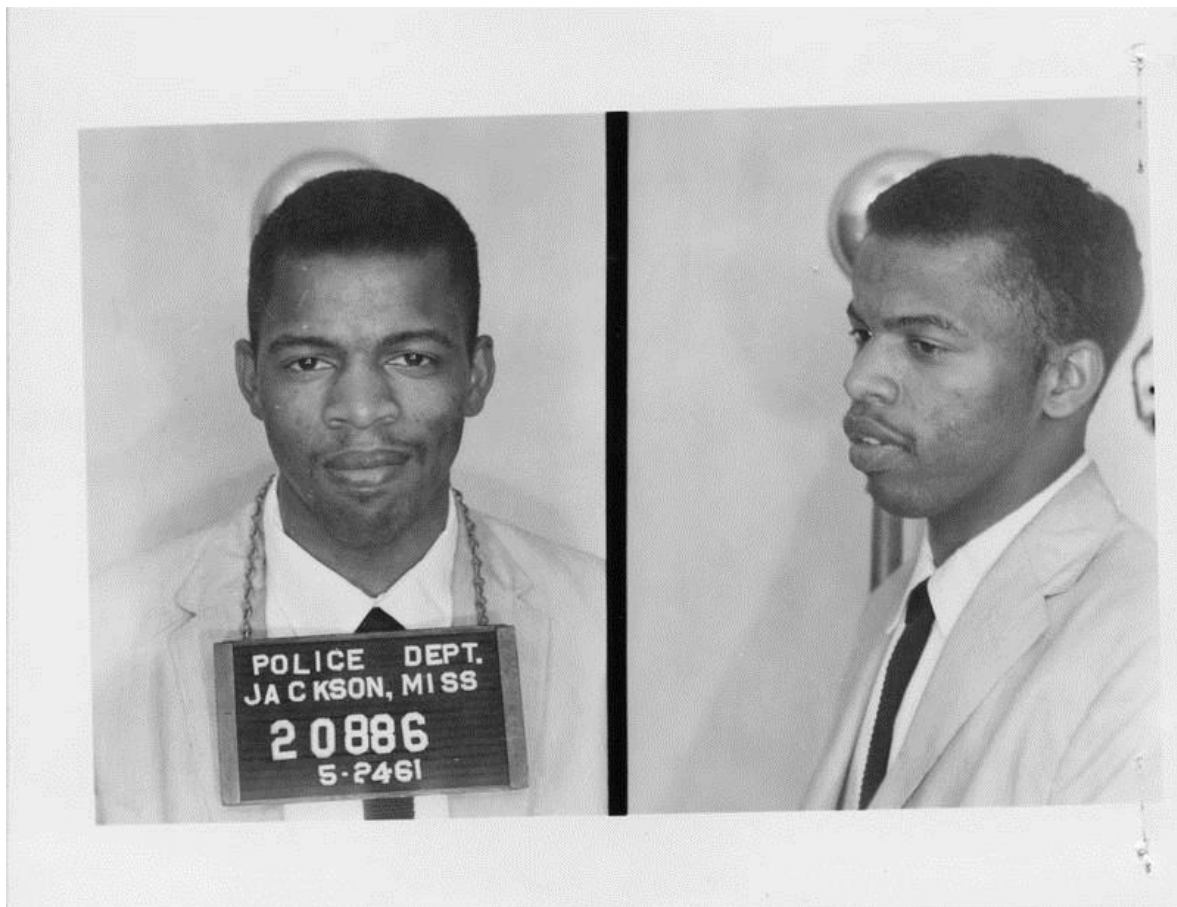
Question Formulation Technique (QFT) + Teaching with Primary Sources Mashup

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

2nd Grade (suitable for small group/pair/individual work)

- SS2H1 Describe the lives and contributions of historical figures in Georgia history.

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



"Mississippi State Sovereignty Commission, Mississippi State Sovereignty Commission Photograph,"
April 7, 1964, SCRID# 99-36-0-49-1-1-1, Series 2515: Mississippi State Sovereignty Commission Records,
1994-2006, Mississippi Department of Archives and History, April 20, 2006,
<https://da.mdah.ms.gov/sovcom/photo.php?display=item&oid=86>



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 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 other students asked? Give evidence.
- How did students narrow down and decide on their questions? Why are the questions they chose important to them?

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.

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Civil Rights March on Washington, D.C. [Dr. Martin Luther King, Jr., President of the Southern Christian Leadership Conference; 8/28/1963; Records of the U.S. Information Agency, Record Group 306. <https://www.docsteach.org/documents/document/civil-rights-march-on-washington-dc->

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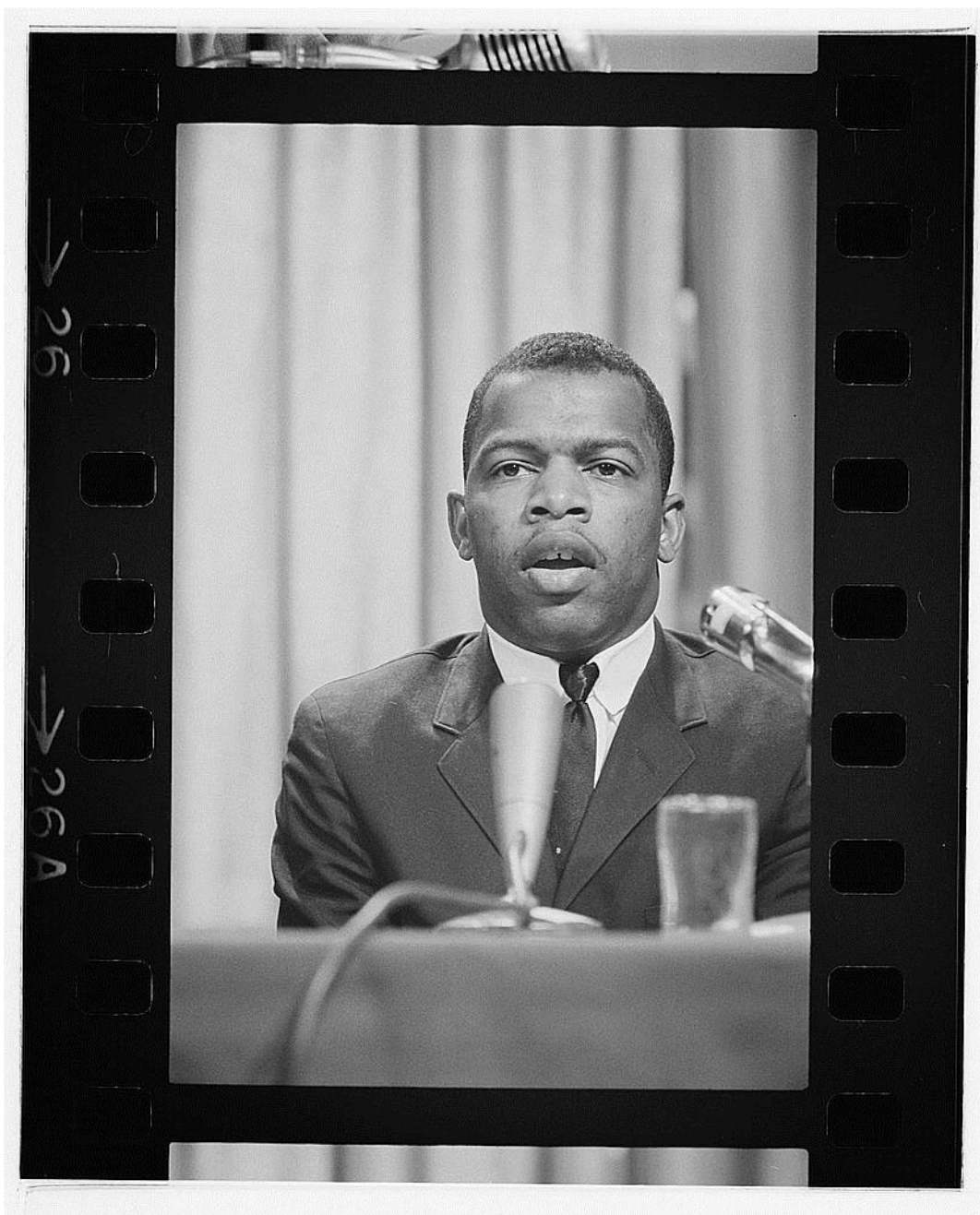
Wolfson, Stanley, photographer. *Seated left to right: Bayard Rustin, Andrew Young, Rep. William Fitts Ryan, James Farmer, and John Lewis* / *World Telegram & Sun* photo by Stanley Wolfson. 1965. Photograph. <https://www.loc.gov/item/98515229/>.

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Civil Rights March on Washington, D.C. [Leaders of the march posing in front of the statue of Abraham Lincoln, Lincoln Memorial.]; 8/28/1963; Records of the U.S. Information Agency, Record Group 306. [https://www.docsteach.org/documents/document/civil-rights-march-on-washington-dc-\[leaders-of-the-march-posing-in-front-of-the-statue-of-abraham-lincoln-lincoln-memorial\]](https://www.docsteach.org/documents/document/civil-rights-march-on-washington-dc-[leaders-of-the-march-posing-in-front-of-the-statue-of-abraham-lincoln-lincoln-memorial])]

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Trikosko, Marion S, photographer. *John Lewis speaking at a meeting of American Society of Newspaper Editors, Statler Hilton Hotel, Washington, D.C. / MST. Washington D.C, 1964. Photograph.*
<https://www.loc.gov/item/2003688130/>.

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Graham, Douglas, photographer. John Lewis. 1999. [28 Sept] Photograph.
<https://www.loc.gov/item/2019644988/>.

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President Barack Obama along with First Lady Michelle Obama, Marian Robinson, Malia Obama, Sasha Obama, Congressman John Lewis, Former President George W. Bush Former First Lady Laura Bush, and Other Dignitaries March Across the Edmund Pettus Bridge; 3/7/2015; Records of the White House Photo Office (Obama Administration); Barack Obama Presidential Library, Hoffman Estates, IL.
<https://www.docsteach.org/documents/document/obama-selma>

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Meehleib, Tracy, photographer. *John Lewis lying in state, U.S. Capitol, East Front, Washington, DC.* Washington D.C., 2020. Copyright 2020. Photograph. <https://www.loc.gov/item/2020632334/>.



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

- Remembering the Life and Legacy of John Lewis. PBS News Hour, 2020. <https://www.pbs.org/newshour/show/remembering-the-life-and-legacy-of-john-lewis>
- *Lillian's Right to Vote: A Celebration of the Voting Rights Act of 1965*. By Jonah Winter. Schwartz and Wade Books, 2015. <https://bookshop.org/books/lillian-s-right-to-vote-a-celebration-of-the-voting-rights-act-of-1965/9780385390286>
- *Vote for Our Future!* by Margaret McNamara. Schwartz and Wade Books, 2020. <https://www.goodreads.com/book/show/45434422-vote-for-our-future>
- *Preaching to the Chickens: The Story of Young John Lewis*. by Jabari Asim. Nancy Paulsen Books, 2016. <https://www.goodreads.com/book/show/28588346-preaching-to-the-chickens>

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 to evaluate Congressman John Lewis. as a leader. (Individual, small group, or whole group activity)

Additional Resources:

March (series). By John Lewis and Andrew Aydin. Top Shelf Productions, 2013. <https://www.goodreads.com/book/show/17346698-march>

Life And Legacy Of Congressman John Lewis, A Giant Of The Civil Rights Movement. NPR, 2020. <https://www.npr.org/2020/07/30/897345021/life-and-legacy-of-congressman-john-lewis-a-giant-of-the-civil-rights-movement>

SNCC. History.com, 2009 <https://www.history.com/topics/black-history/sncc>

John Lewis Biography. Biography.com, 2018. <https://www.biography.com/political-figure/john-lewis>

Bloody Sunday: Civil Rights Protestors Brutally Attacked in Selma. EJI.org. <https://calendar.eji.org/racial-injustice/mar/7>

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