



## 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

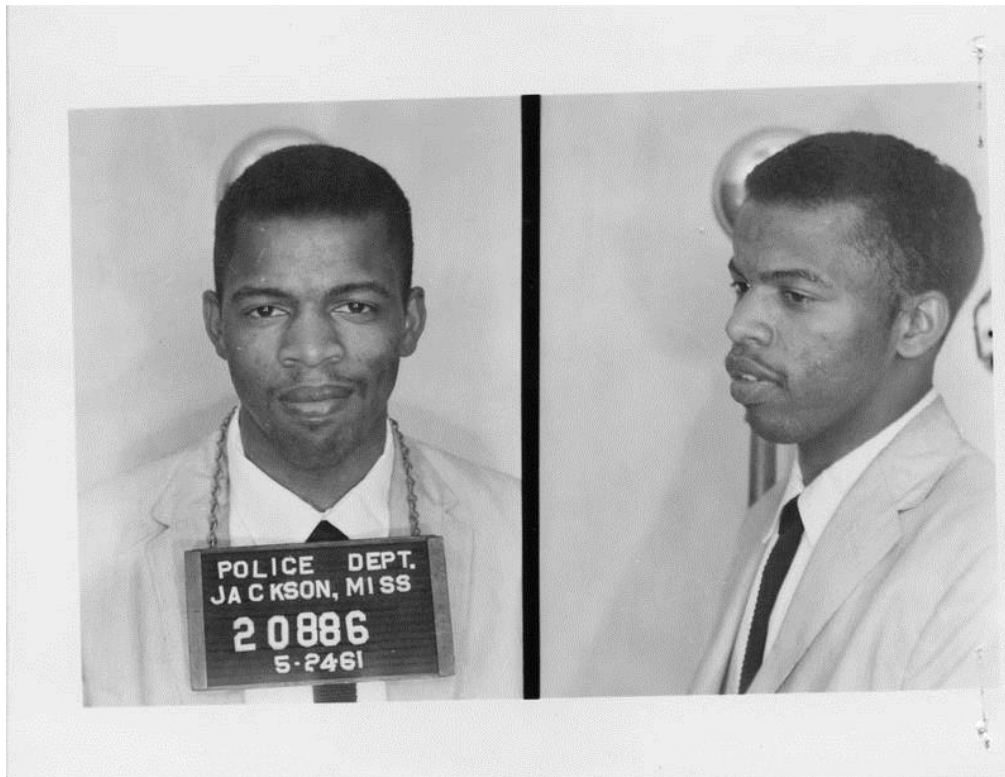
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### 8th-HS (suitable for small group/pair/individual work)

*SS8H11 Evaluate the role of Georgia in the modern civil rights movement.*

- Describe the role of individuals (Martin Luther King, Jr. and John Lewis), groups (SNCC and SCLC) and events (Albany Movement and March on Washington) in the Civil Rights Movement.

**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.

# GEORGIA HISTORICAL SOCIETY

FD-302 (Rev. 1-25-60)

FEDERAL BUREAU OF INVESTIGATION

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Date March 11, 1965

"Selma, Ala.  
March 8, 1965

"I, John Robert Lewis, furnish the following signed statement to John H. Lupton and Daniel D. Doyle who have identified themselves as Special Agents of the Federal Bureau Of Investigation. I understand that this statement is being taken in connection with an official investigation, and might be used in court.

"I am twenty-five years of age and reside at 8½ Raymond St., Atlanta, Ga. I am National Chairman of Student Nonviolent Coordinating Committee.

"On the afternoon of March 7, 1965, I was a leader in a march which was intended to proceed from Selma, Ala. Brown Chapel Church to Montgomery, Ala. I was at the head of the march together with Hosea Williams, an S.C.L.C. Official.

"As we approached a point on Highway 80E near the Glass House Restaurant, we were stopped by a row of Alabama State Troopers who were across the highway. A trooper with a megaphone ordered the marchers to disperse or go back to the church. When we stood fast the troopers moved toward us with night sticks, first pushing us and immediately thereafter charging into the crowd of marchers swinging the night sticks.

"I was hit with a night stick and fell to my knees. When I attempted to get up I was struck a second time in the head with a night stick by the same trooper.

"At that point, I was engulfed in tear gas which was exploded by the troopers, and I vomited.

On 3/8/65 at Selma, Alabama File # MO 44-557  
by SA JOHN H. LUPTON and  
SA DANIEL D. DOYLE 63 -jes Date dictated 3/8/65

This document contains neither recommendations nor conclusions of the FBI. It is the property of the FBI and is loaned to your agency; it and its contents are not to be distributed outside your agency.

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MO 44-557

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"To escape the gas I ran to the east off the highway toward the woods. I then proceeded on foot back to Brown Chapel Church.

"Shortly, thereafter, while addressing a group of marchers at the church, I began to feel severe pain in my head. I, therefore, went next door to the church parsonage where I awaited an ambulance which subsequently took me to Good Samaritan Hospital in Selma.

"At no time during the above described incident did I assault or in any way interfere with a law enforcement officer.

"I have read the four page statmet, and it is true and correct.

/s/ "JOHN ROBERT LEWIS

"Witnessed:

"JOHN H. LUPTON, SA, FBI  
"DANIEL D. DOYLE, SA, FBI"

The following description of LEWIS was obtained by observation and interview:

Name	JOHN ROBERT LEWIS
Race	Negro
Sex	Male
Date Of Birth	February 21, 1940
Place Of Birth	Troy, Alabama
Height	5'5 1/2"
Weight	156 pounds
Hair	Black
Eyes	Brown
Complexion	Medium
Education	Received A.B. Degree in 1961 from American Baptist Seminary, Nashville, Tennessee. Completed 2 years at Fiske University, Nashville, Tennessee.

*83 Raymond Street  
Northwest  
Atlanta, Georgia*

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MO 44-557

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Employment	National Chairman of the Student Non-Violent Coordinating Committee.
Marital Status	Single
Father	EDDIE LEWIS, Troy, Alabama
Mother	WILLIE MAE LEWIS, Troy, Alabama
Other Relatives	Has 6 brothers and 3 sisters.
Residence	8½ Raymond Street, Northwest, Atlanta, Georgia.

*Statement of John Lewis* (3 pages); 3/11/1965; Alabama (1965) 3/7 Selma to Montgomery March, Edmund Pettus Bridge (Photos), Records of the Federal Bureau of Investigation, Record Group 65; National Archives at College Park, College Park, MD.

<https://www.docsteach.org/documents/document/john-lewis-to-fbi>

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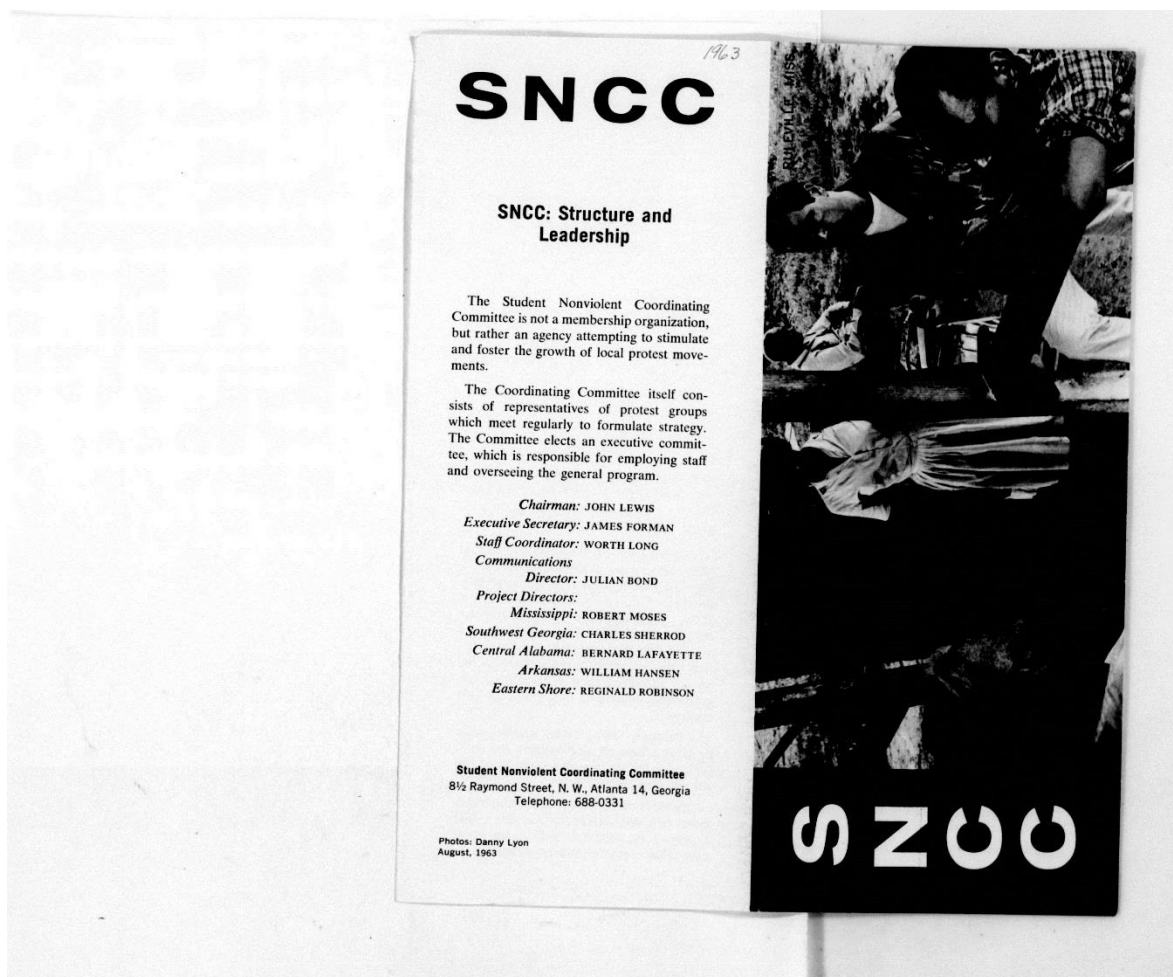
Civil Rights March on Washington, D.C. [Dr. Martin Luther King, Jr., President of the Southern Christian Leadership Conference; 8/28/1963; Records of the U.S. Information Agency, Record Group 306. <https://www.docsteach.org/documents/document/civil-rights-march-on-washington-dc->



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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/>.



Montgomery--SNCC: Circulars, newsletters, program outlines, incidents, 1963-1966. Lucile Montgomery Papers, 1963-1967; Historical Society Library Microforms Room.

<https://content.wisconsinhistory.org/digital/collection/p15932coll2/id/35074>



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*Bloody Sunday, Selma Voting Rights Campaign.* Selma, Alabama, 1965. Civil Rights Movement Archive Inc. <https://www.crmvet.org/images/imgselma.htm>

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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>



GEORGIA HISTORICAL SOCIETY



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.

- “Eyes on the Prize; Interview with John Lewis,” 1985-11-06, Film and Media Archive, Washington University in St. Louis, American Archive of Public Broadcasting. <http://americanarchive.org/catalog/cpb-aacip-151-8k74t6fv60>
- 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>

**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:**

JOHN LEWIS, “SPEECH AT THE MARCH ON WASHINGTON” (28 AUGUST 1963).  
<https://voicesofdemocracy.umd.edu/lewis-speech-at-the-march-on-washington-speech-text/>

Confrontations for Justice: John Lewis March from Selma to Montgomery, “Bloody Sunday, “ 1965/ National Archives. <https://www.archives.gov/exhibits/eyewitness/html.php?section=2>