

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.



President Johnson Shakes Martin Luther King, Jr.'s Hand After Signing the Voting Rights Act as Civil Rights Leaders Look On; 8/6/1965; Lyndon Baines Johnson Library, Austin, TX. [Online Version, <https://www.docsteach.org/documents/document/lbj-mlk-shaking-hands>]

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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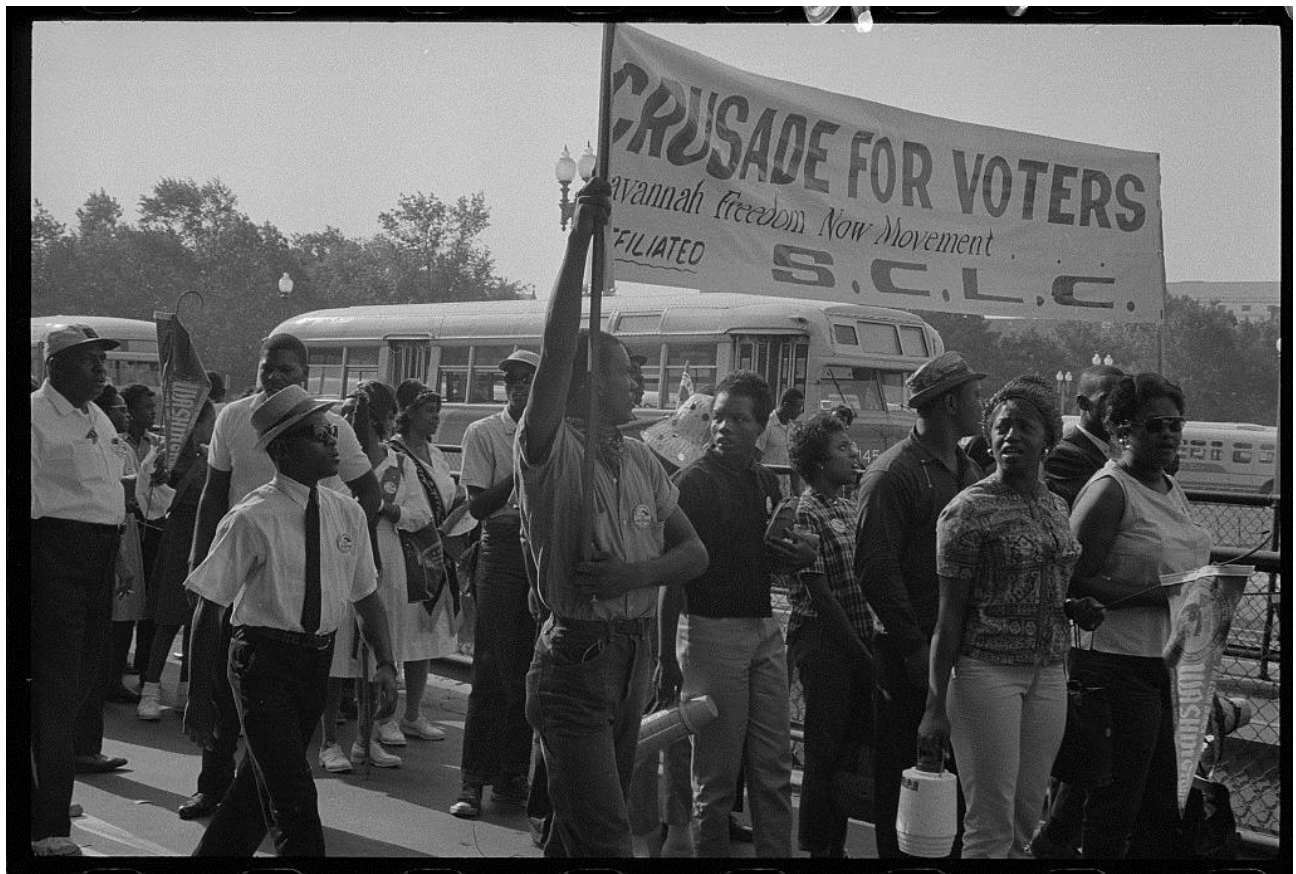
Photograph of President Lyndon Johnson Signs the Voting Rights Act as Martin Luther King, Jr., with Other Civil Rights Leaders in the Capitol Rotunda, Washington, DC; 8/6/1965; Lyndon Baines Johnson Library, Austin, TX. <https://www.docsteach.org/documents/document/lbj-signs-voting-rights-act>

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Photograph of Leaders at the Head of the Civil Rights March on Washington, D.C.; 8/28/1963; Records Administration. <https://www.docsteach.org/documents/document/photograph-of-leaders-at-the-head-of-the-civil-rights-march-on-washington-dc>

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Trikosko, Marion S, photographer. *Marchers with SCLC sign for the Savannah Freedom Now Movement, during the March on Washington. Washington D.C., 1963.* Photograph.
<https://www.loc.gov/item/2013649708/>

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Civil Rights March On Washington D.C.; 8/28/1963; Miscellaneous Subjects, Staff and Stringer Photographs, 1961-1974; Records of the U.S. Information Agency, Record Group 306; National Archives at College Park, College Park, MD. <https://www.docsteach.org/documents/document/civil-rights-march-washington-dc>

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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->



Photograph "Negroes at polling place, as they vote in large numbers for the first time in history." Peachtree, Alabama.; 5/3/1966; Records of the United States Information Agency, National Archives at College Park, College Park, MD. <https://www.docsteach.org/documents/document/voters-peachtree-alabama>



President Barack Obama Tours the Martin Luther King, Jr. National Memorial in Washington, D.C.; 10/14/2011; Barack Obama Presidential Library.

<https://www.docsteach.org/documents/document/president-barack-obama-tours-martin-luther-king-memorial>



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

- The Story of Martin Luther King Jr. by Kid President. Soul Pancake, 2015. <https://www.youtube.com/watch?v=4xXZhXTFWnE>
- Dr. Martin Luther King, Jr: Biography for Children, American History for Kids. FreeSchool, 2016 <https://www.youtube.com/watch?v=pG8X0vOvi7Q>
- The Voting Rights Act at 50: How the Law Came to Be. TIME Magazine, 2015. <https://time.com/3985603/voting-rights-act-1965-history/>
- *I Have a Dream* (an illustrated edition of Martin Luther King's famous "I have a dream speech). Schwartz and Wade Books, 2012. <https://www.thoughtco.com/i-have-a-dream-childrens-picture-book-627350>
- *A Place to Land: Martin Luther King Jr. and the Speech that Inspired a Nation*. By Barry Wittenstien. Neal Porter Books, 2019. <https://www.penguinrandomhouse.com/books/605335/a-place-to-land-by-by-barry-wittenstein-illustrated-by-jerry-pinkney/>
- *March On! The Day My Brother Martin Changed the World*. By Dr. Christine King Farris. <https://shop.scholastic.com/teachers-ecommerce/teacher/books/march-on-the-day-my-brother-martin-changed-the-world-9780545106856.html#>

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 Reverend Martin Luther King, JR. as a leader. (Individual, small group, or whole group activity)

Additional Resources:

MLK at the Center for Civil and Human Rights, <https://www.civilandhumanrights.org/mlk/>

Martin Luther King, Jr. Research & Education Institute Liberation Curriculum, <https://kinginstitute.stanford.edu/liberation-curriculum>