

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)

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.



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>



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.



Highsmith, Carol M, photographer. *Exact spot on Dexter Avenue in Montgomery, Alabama, where Rosa Parks waited for the bus on that fateful day that turned the Civil Rights Movement into a raging human rights war.* United States Montgomery. Alabama Montgomery, 2010. Photograph. <https://www.loc.gov/item/2010637645/>.

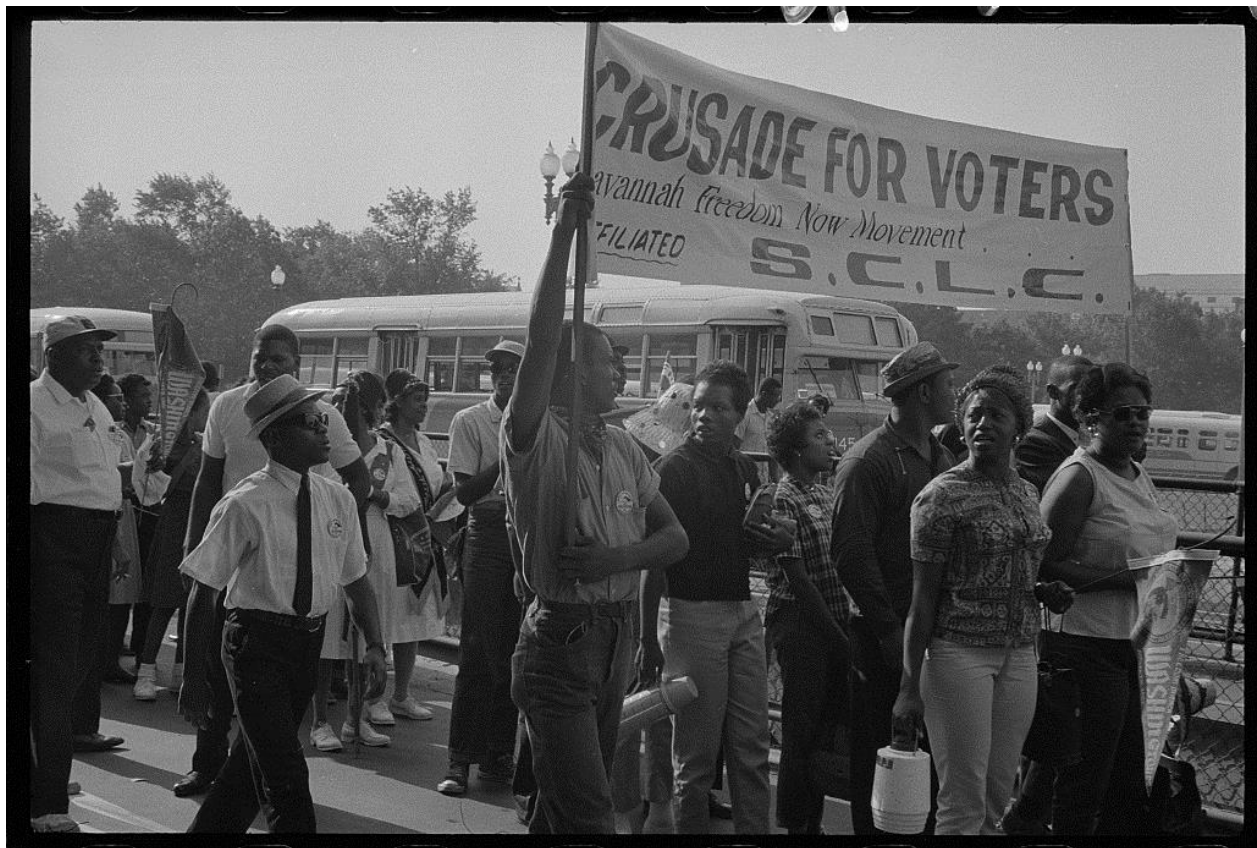
MARCH ON WASHINGTON FOR JOBS AND FREEDOM AUGUST 28, 1963

LINCOLN MEMORIAL PROGRAM

1. The National Anthem *Led by Marian Anderson.*
2. Invocation *The Very Rev. Patrick O'Boyle, Archbishop of Washington.*
3. Opening Remarks *A. Philip Randolph, Director March on Washington for Jobs and Freedom.*
4. Remarks *Dr. Eugene Carson Blake, Stated Clerk, United Presbyterian Church of the U.S.A.; Vice Chairman, Commission on Race Relations of the National Council of Churches of Christ in America.*
5. Tribute to Negro Women
Fighters for Freedom
Daisy Bates
Diane Nash Bevel
Mrs. Medgar Evers
Mrs. Herbert Lee
Rosa Parks
Gloria Richardson
Mrs. Medgar Evers
6. Remarks *John Lewis, National Chairman, Student Nonviolent Coordinating Committee.*
7. Remarks *Walter Reuther, President, United Automobile, Aerospace and Agricultural Implement Workers of America, AFL-CIO; Chairman, Industrial Union Department, AFL-CIO.*
8. Remarks *James Farmer, National Director, Congress of Racial Equality.*
9. Selection *Eva Jessye Choir*
10. Prayer *Rabbi Uri Miller, President Synagogue Council of America.*
11. Remarks *Whitney M. Young, Jr., Executive Director, National Urban League.*
12. Remarks *Mathew Ahmann, Executive Director, National Catholic Conference for Interracial Justice.*
13. Remarks *Roy Wilkins, Executive Secretary, National Association for the Advancement of Colored People.*
14. Selection *Miss Mahalia Jackson*
15. Remarks *Rabbi Joachim Prinz, President American Jewish Congress.*
16. Remarks *The Rev. Dr. Martin Luther King, Jr., President, Southern Christian Leadership Conference.*
17. The Pledge *A Philip Randolph*
18. Benediction *Dr. Benjamin E. Mays, President, Morehouse College.*

“WE SHALL OVERCOME”

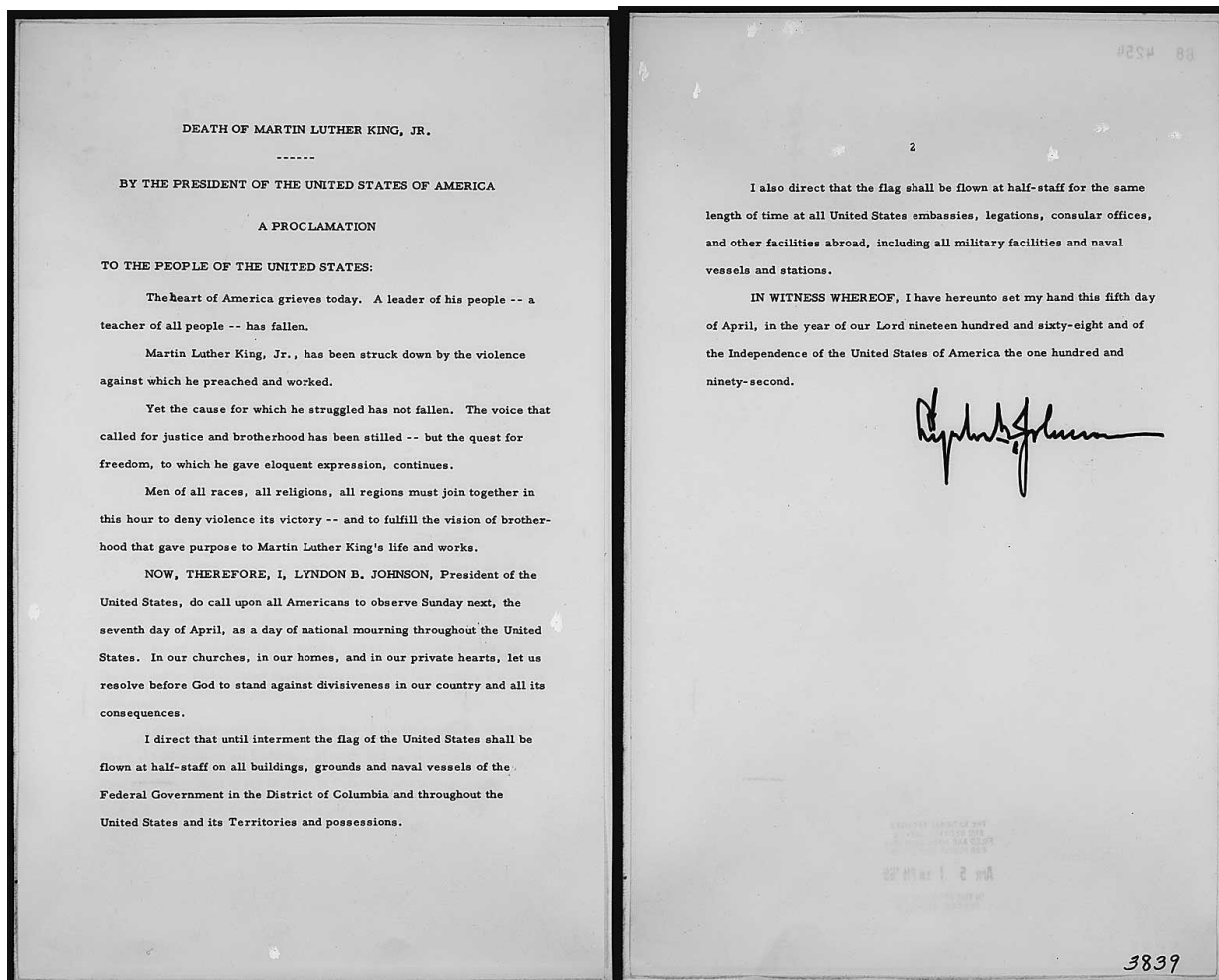
GEORGIA HISTORICAL SOCIETY



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/>

GEORGIA HISTORICAL SOCIETY



Presidential Proclamation 3839 of April 5, 1968, by President Lyndon B. Johnson designating Sunday, April 7, 1968, as a day of national mourning for Martin Luther King, Jr.; General Records of the United States Government, Record Group 11. <https://www.docsteach.org/documents/document/presidential-proclamation-3839-of-april-5-1968-by-president-lyndon-b-johnson-designating-sunday-april-7-1968-as-a-day-of-national-mourning-for-martin-luther-king-jr>

GEORGIA HISTORICAL SOCIETY



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->

GEORGIA HISTORICAL SOCIETY

RD

EXECUTIVE

SP2-3/H62-7/Pro/K*

March 18, 1965

Dear Dr. King:

I appreciated your generous comments about my address to the Congress and the Nation on the need for voting rights legislation. I sincerely believe that the mood of the country and the Congress offers us an opportunity to secure legislation which will provide a direct, quick, effective and constitutional means of ensuring that all citizens will be able to register and vote.

I fully appreciate the pressures and tensions under which you are laboring and I am confident you will continue to offer a course of leadership that will permit us to move toward our goal of universal suffrage.

Sincerely,
LYNDON B. JOHNSON

*
X Dr. Martin Luther King, Jr.
Southern Christian Leadership Conference
5 Forsyth Street, Northwest
Atlanta 3, Georgia

LBJ;LCW:kn
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RECEIVED
MAR 20 1965
CENTRAL FILES

Booklet Message of 3/18/65 sent.

Telegram from the President to Martin Luther King, Jr.; 3/18/1965; Lyndon Baines Johnson Library, Austin, TX. <https://www.docsteach.org/documents/document/lbj-to-mlk>

GEORGIA HISTORICAL SOCIETY



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.

- March on Washington for Jobs and Freedom. The Martin Luther King Jr. Research and Education Institute, n.d. <https://kinginstitute.stanford.edu/encyclopedia/march-washington-jobs-and-freedom>
- Pieces of History: LBJ and MLK. National Archives, 2018. <https://prologue.blogs.archives.gov/2018/02/28/lbj-and-mlk/>
- The Voting Rights Act at 50: How the Law Came to Be. TIME Magazine, 2015. <https://time.com/3985603/voting-rights-act-1965-history/>
- Southern Christian Leadership Conference (SCLC). NPS, 2013. <https://www.nps.gov/subjects/civilrights/sclc.htm>
- The Montgomery Bus Boycott. Britannica, n.d. <https://www.britannica.com/biography/Martin-Luther-King-Jr/Legacy>

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>