



## 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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### 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.



*Senator Richard Russell and President Lyndon B. Johnson; 12/7/1963; Johnson White House Photographs, White House Photo Office Collection; Lyndon B. Johnson Library, Austin, TX.  
<https://www.docsteach.org/documents/document/senator-russell-president-johnson>, December 15, 2020*



**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 with students (author/creator, title, publisher, date, location, etc.) 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.

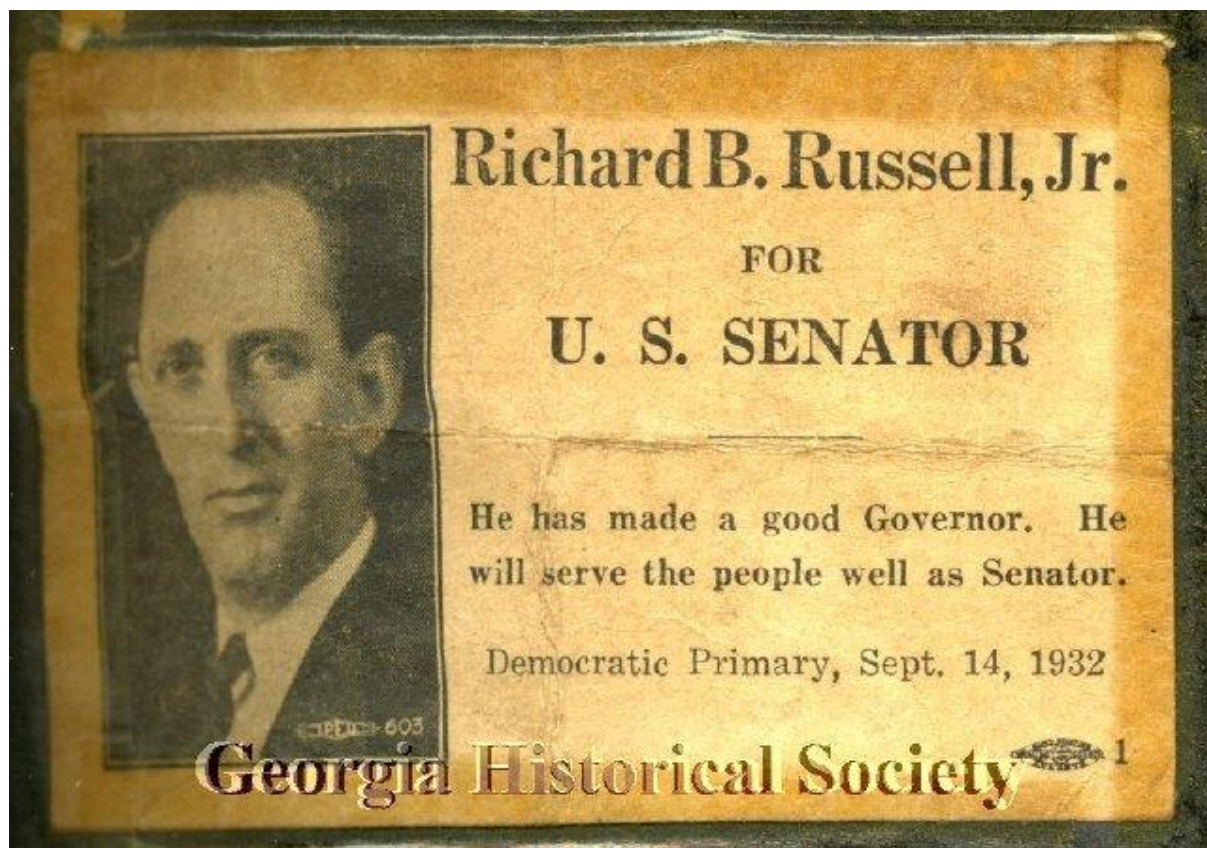
Students think about their thinking: Discuss the following...

- 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.

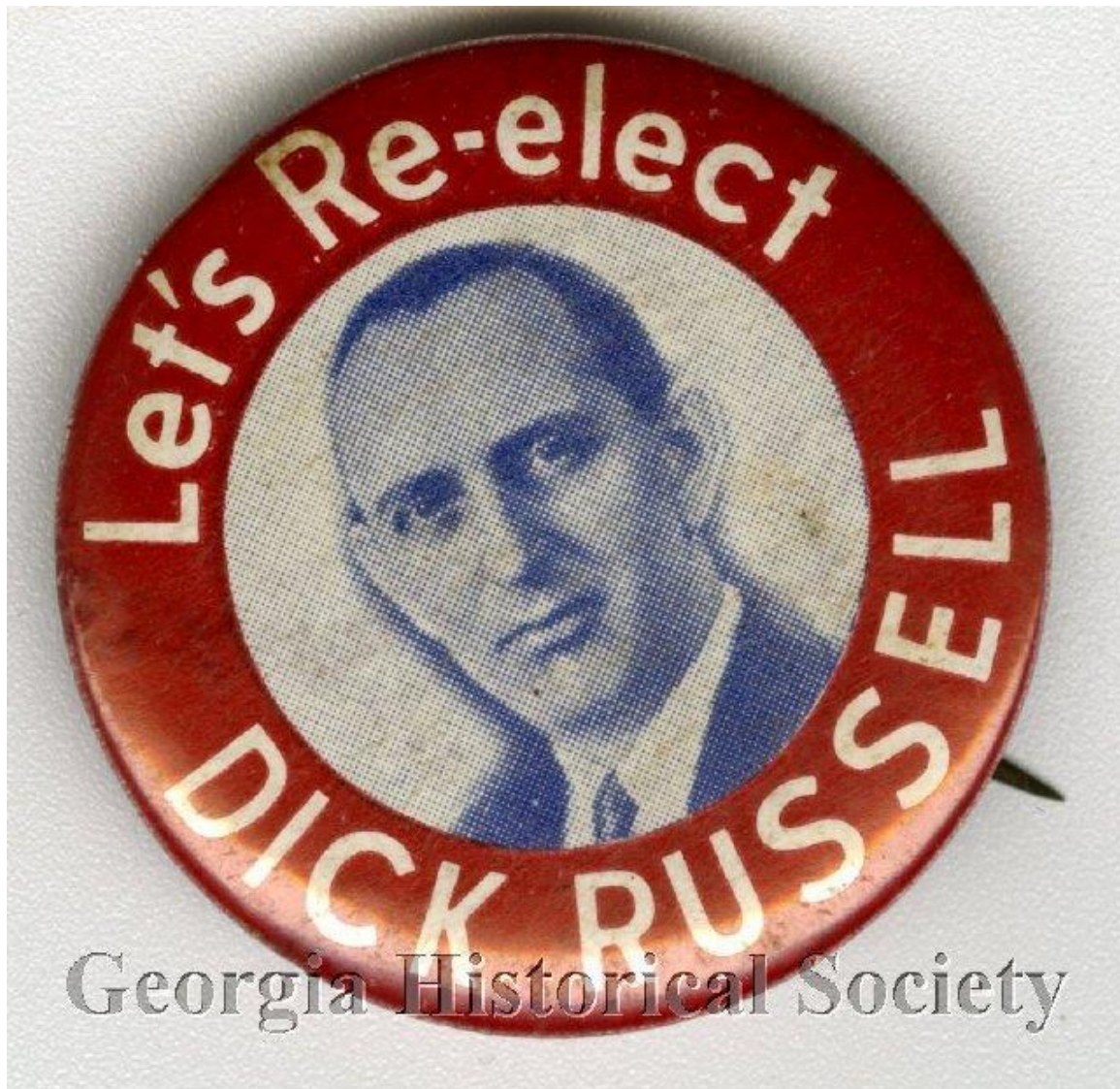
Students explore one or more additional sources observing visual evidence (details) and source information (author/creator, title, publisher, date, location, etc.) to draw conclusions from the various sources.

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



*Newspaper clipping of Richard B. Russell, Jr. Senate campaign. From the Scarlett family bible, photograph albums, and scrapbooks collection, 1880-1969 at the Georgia Historical Society, MS 1251. <https://georgiahistory.pastperfectonline.com/photo/34BB50DA-0F6C-4148-9EE5-830577247430>*





*Campaign Button.* From the Scarlett family bible, photograph albums, and scrapbooks collection, 1880-1969 at the Georgia Historical Society, MS 1251.

<https://georgiahistory.pastperfectonline.com/photo/34BB50DA-0F6C-4148-9EE5-830577247430>

Georgia Farmers' Market Bulletin

Phil Campbell,

Commissioner



VOLUME 51 ATLANTA, GEORGIA, WEDNESDAY, OCTOBER 13, 1965 NUMBER 7

NATIONAL SCHOOL LUNCH WEEK

By Josephine Martin  
State Supervisor  
School Lunch Program

October 10-17 is National School Lunch Week! School Lunch in Georgia is big business! Over 700,000 lunches are served daily in Georgia schools; 109,000,000 lunches were served during the 1964-65 school year.

The purpose of the School Lunch Program as defined in the National School Lunch Act is twofold: (1) To safeguard the health of the nation's children by serving nutritionally adequate lunches, and (2) to expand the market for agricultural commodities. Senator Richard Russell was a leader in the drafting and the passage of the Bill in 1946 and its revision in 1962.

What does the School Lunch Program mean to Georgia farmers and the Georgia economy? Georgia School Lunch Programs operating in nearly 1900 schools purchased \$25 million worth of food from Georgia firms last year. More than 150 million half-pints of milk were bought from Georgia dairies and served school children. The National School Lunch Act specifies that each lunch must include two ounces meat or meat substitute (poultry, pork, beef, or one egg, or four tablespoons of peanut butter, or two ounces cheese); three-fourths cup fruit and/or vegetable; bread, butter, and one-half pint of milk.

This is one day's market order for Georgia

School Lunch Program:

131,250 pounds of meat  
525,000 pounds of fruits and vegetables  
43,750 gallons of milk

Multiply this by 180 days in the school term to determine the amount of food used in Georgia schools.

THE MARKET FOR FOOD IN THE NATION'S SCHOOLS, United States Department of Agriculture's Marketing Research Report No. 702, shows that a nutritionally sound school lunch program is not only the best for children, but also the best for agriculture. This study by the United States Department of Agriculture pointed out that schools participating in the National School Lunch Program bought more milk, fruits, vegetables, and meats than other schools. Children in a la carte type programs purchased more pastries and confections!

National School Lunch Week is an observance of the contribution this valuable program is making to the health and well-being of the nation's children and also a tribute to the 10,000 employees who faithfully serve good school lunches made up of nutritious Georgia foods to the school children of the state.

If you have not observed the school lunch program in your community, ask your school principal for a tour - you will be amazed to observe the quality food and delighted children that come through the lines each day.

Georgia

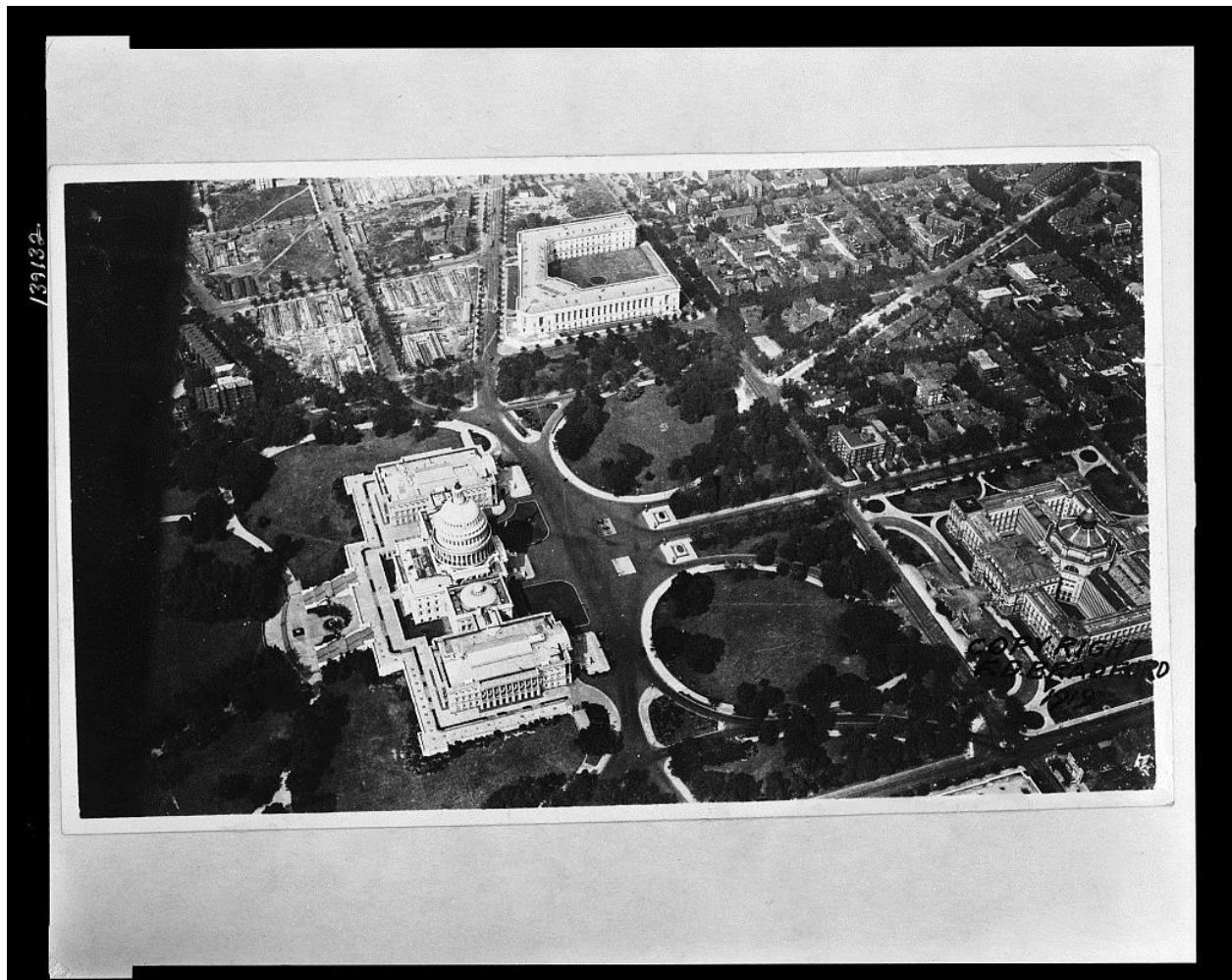
- LARGEST STATE EAST OF THE MISSISSIPPI
- EMPIRE STATE OF THE SOUTH

Georgia First

- NAVAL STORES
- PEANUTS
- IMPROVED PECANS
- PIMENTO PEPPER
- BROILERS
- PROTECTED FOREST LANDS



GEORGIA HISTORICAL SOCIETY



Bradford, F. D, photographer. *Aerial view of the Capitol, the Library of Congress, and Russell Senate building in Washington, D.C.* / F.D. Bradford. Washington D.C, ca. 1919. March 24. Photograph. <https://www.loc.gov/item/2010648512/>.

Note: The building, known as the Russell Senate Office Building, when this photograph was taken c1919, was renamed in honor of Senator Richard Russell in 1972 after his death in 1971.

# GEORGIA HISTORICAL SOCIETY



Photograph of the Warren Commission Presenting the Final Report to President Lyndon B. Johnson Inscribed to Gerald R. Ford by the President; 9/24/1964; Gerald R. Ford Congressional Papers. <https://www.docsteach.org/documents/document/photograph-of-the-warren-commission-presenting-the-final-report-to-president-lyndon-b-johnson-inscribed-to-gerald-r-ford-by-the-president>



Frederick E. Hart, artist. *Richard B. Russell Memorial Statue at the Russell Senate Office Building in Washington D.C.*; U.S. Senate Collection.

[https://www.senate.gov/artandhistory/art/common/image/Sculpture\\_21\\_00021.htm](https://www.senate.gov/artandhistory/art/common/image/Sculpture_21_00021.htm)





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

- Georgia Military Bases Map, by Georgia.gov.  
<https://www.georgia.org/sites/default/files/wp-uploads/2013/09/Military-Bases-Map.pdf>
- Richard B. Russell Jr. (1897-1971). New Georgia Encyclopedia,  
<https://www.georgiaencyclopedia.org/articles/government-politics/richard-b-russell-jr-1897-1971>
- Today in Georgia History: Richard B. Russell. GHS and GPB,  
<https://www.todayingeorgiahistory.org/content/richard-b-russell>

**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 Richard Russell as a leader. (Individual, small group, or whole group activity)

**Additional Resources:**

Southern Manifesto on Integration (March 12, 1956). From Congressional Record, 84th Congress Second Session. Vol. 102, part 4. Washington, D.C.: Governmental Printing Office, 1956. 4459-4460.

[https://www.thirteen.org/wnet/supremecourt/rights/sources\\_document2.html](https://www.thirteen.org/wnet/supremecourt/rights/sources_document2.html)

Background, Richard B. Russell Memorial Statue. Published by the U.S. Senate,  
[https://www.senate.gov/artandhistory/art/artifact/Sculpture\\_21\\_00021.htm](https://www.senate.gov/artandhistory/art/artifact/Sculpture_21_00021.htm)

*The Senate Committee on Armed Services, 1947-1996: The Russell Era, 1955-1968*, The National Archives. <https://www.archives.gov/legislative/finding-aids/reference/senate/armed-services/1955-1968.html>