

"Becoming Thurgood" Elementary Lesson Plan

Question Formulation Technique (QFT) and Inquiry Lesson (Elementary Level)

[Lesson Slideshow Elementary Level \(5\)](#), [Lesson Handouts Elementary Level \(5\)](#)

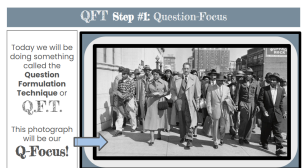


Step 1: Q-Focus

The Q-Focus is the image, document, video, or object that is the focus for generating questions.

For the lesson, Q-Focus is a [photograph of Thurgood Marshall](#) with a group of people surrounding him as they leave the courthouse with his client, Autherine Lucy. She was the first African American student admitted to the University of Alabama. Thurgood Marshall helped Lucy win her case.

In this first step, explain to students that they will have five minutes to generate as many questions as possible.



QFT Step #2: Produce Questions

- QFT helps us work on our skills for asking questions and looking closely!
- You will have 5 minutes to **write down as many questions as you can about the photograph!**
- If working with a partner, do not stop to discuss, judge or answer!

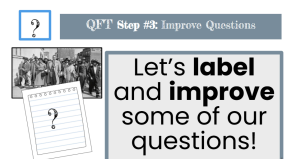


Step 2: Generate Questions

This step has students generate as many questions about the Q-Focus as possible without pausing.

- Teachers should show students the photograph projected on the board but also hand students or student groups a copy of the photograph to examine closely.
- Tell students that they will have five minutes to produce as many questions as possible. Read the directions on slide 3.
- Remind students not to pause to answer the questions or debate them.

Note to teacher: You could set a certain number as a goal or create a competition by challenging students to produce the most questions. The quality of the questions is not the focus.



QFT Step #3: Improve Questions

- **CLOSED Questions** are questions with a specific answer like "What is that person's name?"
- **OPEN Questions** have multiple answers like, "Why are these people together and what are they doing?"



QFT Step #3: Improve Questions

Let's **label**...

- **CLOSED** questions with a **C**
- **OPEN** questions with an **O**

Step 3: Improve Questions

This step has students analyze their own questions by sorting them into "closed" and "open" questions. Then they change one question type to the other. The purpose of this step is to help students understand the value of both closed and open questions in problem solving, inquiry, and investigation.

- Teachers should explain to students what closed and open questions are and provide examples in the slides.
- The teachers then instruct the students to go down their list of questions and put a C next to CLOSED questions, an O next to OPEN question, and a ? next to any questions if they are unsure.
- Circulate around the room to check for student understanding

QFT Step #3: Improve Questions

1. Take one "closed" question with a specific answer like, "What is she carrying?" and turn it into an "open" question like, "What do their clothes say about what they are doing?"

Be ready to share!

QFT Step #3: Improve Questions

2. Take one "open" question, like "How are they feeling at this moment and why?" and turn it into a "closed" question like, "Are they walking into a building?"

Be ready to share!

and/or ask students to share examples.

- Then instruct students to take one closed question and turn it into an open one.
- Next, instruct students to take one open question and turn it into a closed question. Provide examples for students from the slides. Some students might need more support than others in the process.

QFT Step #4: Prioritize Questions

Prioritize!

1. Pick 3 questions that you believe would help us understand what is happening in this picture.

2. Put a circle next to those 3 questions!

QFT Step #4: Prioritize Questions

Turn and Talk!

1. Share the 3 questions you chose with a partner.

2. What new ideas did you get from hearing from your partner?


Step 4: Prioritize Questions

This step has students prioritize questions for different reasons. Students will prioritize questions that would help determine what is happening in the Q-Focus photograph. The teacher can choose a different focus for the "prioritize" step based on Step 5: Next Steps.

- Ask the students to put a circle next to three questions that, if answered, would help the class understand what is happening in the photograph.
- Ask student groups to share some of their chosen questions.


INQUIRY QUESTION:

Why did people call Thurgood Marshall "Mr. Civil Rights?"



QFT Step #5: Next Steps (Inquiry)


We are going to use the inquiry cycle to learn more about a man named Thurgood Marshall!



QFT Step #5: Next Steps (Inquiry)

We are going to use Primary Sources to find important evidence about Thurgood Marshall.

A primary source is an image, document or object that comes from the time period you are studying. A photograph, like this one, can be a primary source!



QFT Step #5: Next Steps (Inquiry)

An Important Note about Language.

In the past, people used words and language we do NOT use today. When examining primary sources from the past, we sometimes see words that we would not use today. This is part of the work of historians. Sometimes it can feel uncomfortable.

In the following primary sources, you will see the word "Negro" and the word "colored". Today, we do not use those words. Today, those words could be hurtful. In these newspaper articles, the words are used in place of Black or African American. We will use those terms.

Step 5: Next Steps (Guided Inquiry)


This step has the teacher use the initial generation and analysis of questions to extend learning. This could include doing research to answer some of the students' questions, engaging the class in a focused inquiry, adding additional primary sources to the lesson, or implementing other extensions.

Note to Teacher: For the rest of the lesson, students will engage in an inquiry using additional sources to explore the life of Thurgood Marshall. To answer the inquiry question, "Why was Thurgood Marshall called 'Mr. Civil Rights'?" students will investigate additional primary sources, complete a student reading, and watch short video clips from the Maryland Public Television film "Becoming Thurgood: America's Social Architect." Tell students that the class will learn about an important person who helped to change the course of history, named Thurgood Marshall.

- Introduce students to the inquiry question: Why was Thurgood Marshall called 'Mr. Civil Rights'?"
- Explain the Inquiry Cycle and Primary Sources to students.
- Share with students the note on slide 15 to help them understand and be prepared for the historical language in the inquiry (primary sources and videos).

QFT Step #5: Next Steps
Using Primary Sources to Answer Inquiry Questions

1. Take your 10 primary source image sets and lay them out on the desk or table.
2. All of these primary sources connect to the life of Thurgood Marshall.
3. Try to **put them in chronological order**.



QFT Step #5: Next Steps (Inquiry)

1. Find the FOUR image sets that have stars in the bottom right corner.
2. As we read about Thurgood Marshall try to connect the reading to the primary sources.




Teacher Note: The student handouts include a series of primary source sets at the end of the document. Print and distribute to students. There are two sets per piece of paper. Color copies are not required.

- Distribute the 10 primary source sets to students or student groups.
- Explain to students that all of the sets relate to the life of Thurgood Marshall.
- Ask students to examine and predict the chronological order of the sets. Let them know they are not supposed to know the answer and just use their best guess based on what they see.
- Ask students to locate the four image sets that have a star in the bottom right corner.

QFT Step #5: Next Steps (Inquiry)


Let's Read!
pages 1-2
If you read or hear something connected to one of the primary sources, hold up the paper.



QFT Step #5: Next Steps (Inquiry)

When historians practice inquiry, they look for evidence. They also corroborate with additional evidence. *Let's learn more!*

Historians corroborate their observations and claims by trying to find additional evidence.



QFT Step #5: Next Steps (Inquiry)


Let's Watch! As you watch the following clips, consider how they connect to the primary sources and the information we just read! Which image set(s) connect?



- Distribute pages 1-2 of the student reading. If you distribute the whole packet, direct students to read pages 1-2.
- As students read pages 1-2, have them answer the questions as they read.
- Introduce the concept of corroboration to students on slide 19.
- Watch the 3-minute video about the early life of Thurgood Marshall. Ask students which parts of the video connect to the reading.

QFT Step #5: Next Steps (Inquiry)

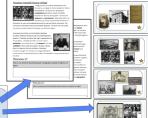
1. Which primary source image set(s) match with what you learned about Thurgood Marshall's early life?
2. What other details did you learn about his early life?



QFT Step #5: Next Steps (Inquiry)

Let's Read pages 3-4
"Thurgood Marshall goes to College" and "A Mission to Help Others"

If you read or hear something connected to one of the primary sources, hold up the image.



QFT Step #5: Next Steps (Inquiry)

Let's Watch! Watch and listen to learn about how Charles Hamilton Houston influenced Thurgood Marshall at Howard University Law School.



QFT Step #5: Next Steps (Inquiry)

Let's Watch! As you watch the following clips, consider how they connect to the images and the information we just read! Which image set(s) connect?



- Have students work with a partner to connect the primary source sets to the reading.
- Have students share out and provide evidence from the images to explain the connections.
- Distribute or direct students to pages 3-4 in the student handouts.
- Read with students or have them read individually and answer the questions as they go.
- Play the video clip for students and ask them to listen for familiar examples and ideas (corroboration). The video clip focuses on Marshall's time in law school at Howard University and the influence of Charles Hamilton Houston.
- Pause after the video clip to consider:
 1. Did the video corroborate anything we already knew?
 2. What new information did we learn about Thurgood Marshall?

	<p>3. Which images connect to the video clip?</p> <ul style="list-style-type: none">• Show the second video clip, which provides an explanation of the trip through the South to observe the poor conditions in the schools.• Pause after the video clip to consider:<ol style="list-style-type: none">1. Did the video corroborate anything we already knew?2. What new information did we learn about Thurgood Marshall?3. Which images connect to the video clip?
<div data-bbox="175 575 467 741"><p>? QFT Step #5: Next Steps (Inquiry)</p><ol style="list-style-type: none">1. Which primary source image set(s) match with what you learned about Thurgood Marshall's college life and mission to help others?2. What other details did you learn about his early life?</div> <div data-bbox="175 758 467 924"><p>QFT Step #5 Next Steps (Inquiry)</p><p><i>Turn and Talk!</i> Work with your partner to connect the reading and video with the FOUR primary source image sets. Look carefully at the details in the primary source images.</p><p>Which primary source images can you connect to Thurgood Marshall's story?</p></div> <div data-bbox="175 940 467 1106"><p>QFT Step #5 Next Steps (Inquiry)</p><p><i>Ask Questions!</i> Look at the four primary source image sets with the stars on them. Today started with asking questions! After learning more about Thurgood Marshall.</p><p>What is ONE QUESTION you have about one of the images?</p><p>Write down the question on the back of the image set.</p></div>	<ul style="list-style-type: none">• Have students work with a partner to re-examine the primary source sets and answer the provided questions.• Distribute or direct students to page 5 of the student handouts.• Once students have drawn connections between all the image sets and the information they know about Thurgood Marshall, have them pick one image they have a question about.• Instruct them to write the question at the bottom of page 5.
<div data-bbox="175 1142 467 1308"><p>Reflect</p><p><i>Let's think about the process!</i></p><p>What did you think about doing a lesson where we focused on asking questions?</p></div>	<p>Reflect</p> <ul style="list-style-type: none">• Invite students to think about the structure of the lesson by asking them to reflect on their learning. Ask them how they felt about a lesson that focused on asking questions.
<div data-bbox="175 1362 467 1709"><p>QFT Lesson Part II</p><p><i>Becoming Thurgood: America's Social Architect</i></p><p>QFT Step #5 Next Steps (Inquiry)</p><p><i>Let's Review!</i> Today's Inquiry Question is:</p><p>Why was Thurgood Marshall called "Mr Civil Rights"?</p><p><i>Let's Review!</i> Civil rights are the rights of everyone to have freedom and equality in society. Some civil rights include free speech, voting, education, and the right to participate in society freely.</p></div>	<p>Step 5: Next Steps (Guided Inquiry) cont'd</p> <ul style="list-style-type: none">• Review the inquiry question with students and review what has been learned about Thurgood Marshall. A good way to review would be to have students take out the primary source image sets and discuss with a partner how the images connect to Thurgood Marshall's story.• When reintroducing the inquiry question, ask students, "Can you think of anything we learned yesterday that either made Thurgood Marshall want to fight for civil rights or demonstrate that he was fighting for civil rights?"

QFT Step #5 Next Steps (Inquiry)

Let's Predict!
Find the FIVE image sets with small yellow circles in the bottom right.
Before we read, look carefully at the images. Each one shows a way Thurgood Marshall helped people get their civil rights!

What rights do you think are connected to these images?


QFT Step #5 Next Steps (Inquiry)

Let's Learn More!
Read page 6.
Let's learn more about how Mr. Marshall helped people get their civil rights.

If you read or hear something connected to one of the primary sources, hold up the paper.


QFT Step #5 Next Steps (Inquiry)

Let's Watch! Watch and listen to learn about Brown v. Board of Education of Topeka Kansas and the desegregation of schools.



QFT Step #5 Next Steps (Inquiry)

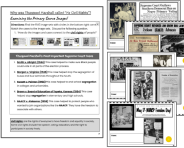
1. Which primary source image set best matches with what we just saw about **Brown v. Board of Education**? (The Brown case)
2. What details in the primary sources make you say that?



- Have students return to the primary source image sets from the previous day and find the five image sets that include a small circle in the bottom right.
- Have students examine the images and identify the civil rights connected to each one.
- Together, read page 6 of the student handout, starting with "How did Thurgood Marshall fight for constitutional rights?"
- Show students the short video clip about *Brown v. Board of Education* (1954).
- Have students identify the primary source set that matches the *Brown v. Board of Education* case.
- Direct students to the place on the *Brown v. Board of Education* images where they can write down the case name.

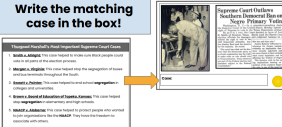
QFT Step #5 Next Steps (Inquiry)

Let's Connect!
With your group or as a class, make connections between the images and the Supreme Court cases Mr. Marshall won!
What is one detail that helps you make the connection!




QFT Step #5 Next Steps (Inquiry)

Write the matching case in the box!



QFT Step #5 Next Steps (Inquiry)



Smith v. Allwright Morgan v. Virginia Sweatt v. Painter

Brown v. Board of Education NAACP v. Alabama

- Hand out or direct students to page 7 of the student handouts.
- Have students match the Supreme Court cases that Thurgood Marshall won with the primary source sets. Have them write the correct cases on the correct primary source set.
- Review the correct matches on slide 37.


QFT Step #5 Next Steps (Inquiry)

Let's Review!
Today's Inquiry Question is:
Why was Thurgood Marshall called "Mr. Civil Rights"?

Let's Review!
Civil Rights are the rights of everyone to have freedom and equality in society. Some civil rights include free speech, voting, education, and the right to participate in society freely.

QFT Step #5 Next Steps (Inquiry)

Let's Close!
Mr. Marshall's hard work helped others!
After he won these cases, others petitioned, spoke out, and protested to make sure they had civil rights!





- Return to the inquiry question "Why was Thurgood Marshall called 'Mr. Civil Rights'?"
- Remind students that we started with this image of Thurgood Marshall and asked many questions about it.
- Based on what we have learned, ask students **what** Thurgood Marshall might be doing in this photograph. Ask them how they think it might be related to fighting for civil rights?
- Ask students to review their primary source sets and share examples of how Thurgood Marshall fought for civil rights.
- Distribute pages 8-9 of the student handout to students.
- Read together with students to complete the story of Thurgood Marshall.

QET Step #5 Next Steps (Inquiry)

Historical Claim!
Now it's your turn
to be the
historian!
Based on what
you have learned,
answer the inquiry
question!

**Why was Thurgood Marshall
called "Mr. Civil Rights"?**



- Ask students to have their reading and primary source image sets handy.
- Return to the inquiry question and discuss before asking students to answer the inquiry question in writing.
- Distribute page 10 and ask students to answer the inquiry question using the graphic organizer.
- Remind students to look to their readings, primary source sets, and Supreme Court cases.