

"Becoming Thurgood" Middle School Lesson Plan

Question Formulation Technique (QFT) and Inquiry Lesson Plan (Middle Level)

[Lesson Slideshow Middle Level \(8\)](#), [Lesson Handouts Middle Level \(8\)](#)



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, students watch a [short video](#) that shows people traveling to and preparing for the March on Washington.

Teacher Note: If you find it too difficult to use a video as a Q-Focus, consider using the Q-Focus photograph for the elementary level lesson.

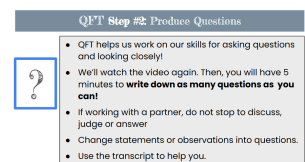
In this first step, explain to students that they will have five minutes to generate as many questions as possible.



Step 2: Generate Questions

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

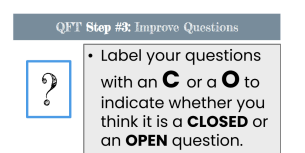
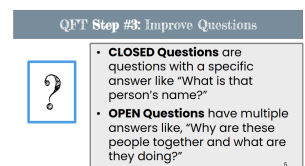
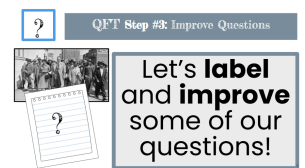
- Teachers should play the video through one time and allow students to just watch and consider what questions they have.
- Teachers should then prepare students with slide 3 by explaining the process for generating questions.
- Teachers should show the video again.
- Then students should work in small groups, partners, or alone to generate as many questions as they can in five minutes. The teacher can provide a link to the video on student devices. A transcript is also available for the video.



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 if they are unsure.
- Circulate to check for student understanding and/or ask students to share examples.
- Then instruct students to take one closed question and turn it



QFT Step #3: Improve Questions



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

QFT Step #4: Prioritize Questions



- Prioritize!**
1. Pick 3 questions that you want to answer the most.
 2. Put a circle next to those 3 questions!

QFT Step #4: Prioritize Questions



- Prioritize!**
1. Pick 1 question that you think might connect to today's lesson on civil rights.
 2. Put a triangle next to those 3 questions!

QFT Step #4: Prioritize Questions



- Turn and Talk!**
1. Share your prioritized questions with a partner.
 2. What new ideas did you get from hearing from your partner?

into an open one. Additionally, they should take one open question and turn it into a closed question. Provide examples for students from the slides.

Step 4: Prioritize Questions

This step has students prioritize questions for different reasons. Students will prioritize questions that they want to answer and then questions that they think might help the class learn about civil rights, the focus of the lesson. The teacher can choose a different focus for the "prioritize" step based on the Next Steps.

- Ask the students to put a circle next to three questions that they would really like to know the answer to.
- Ask student groups to share some of their chosen questions.
- The teacher then asks students to put a triangle next to one question that might connect to today's lesson, which will focus on civil rights. (If the teacher has not yet introduced that the lesson will focus on civil rights, they can share it briefly or share a definition.)

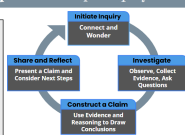
Civil rights are the rights of everyone to have freedom and equality in society. Some civil rights include free speech, voting, education, and the right to participate in society freely.

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 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.

In order 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 be learning today about an important person named Thurgood Marshall, who helped to change the course of history..

- 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 14 to help them understand and be prepared for the historical language in the inquiry (primary sources and videos).

QFT Step #5: Next Steps (Inquiry)

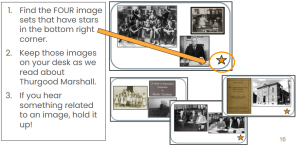
Investigating Primary Sources

1. Take your 10 primary source image sets and lay them out on the desk or table.
2. All of these images 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. Keep those images on your desk as we read about Thurgood Marshall.
3. If you hear something related to an image, hold it up!



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 to use their best guess based on what they see.
- Ask students to find the four image sets with the star in the bottom right corner.

QFT Step #5: Next Steps (Inquiry)

Let's Read!

As we learn about Thurgood Marshall's early life, think about the images.

Look for connections between the primary sources and the reading.



QFT Step #5: Next Steps (Inquiry)

Turn and Talk!

Work with your partner to connect the reading with the FOUR image sets. Look carefully at the details in the images.

Which primary source images connect with which part of Thurgood Marshall's story?



- Distribute pages 1-3 of the student reading. If you distribute the whole packet, direct students to read pages 1-3.
- Have students read (either as a group or individually) pages 1-3 and answer the questions as they read.
- 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.

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.

- Introduce the concept of corroboration to students on slide 19.
- Show students the three video clips.
- Pause after each video clip to consider:

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?





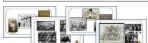




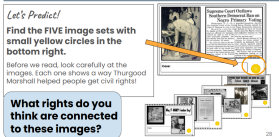
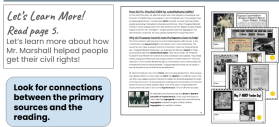
1. Did the video corroborate anything we already knew?
2. What new information did we learn about Thurgood Marshall?
3. Which images connect to the video clip?




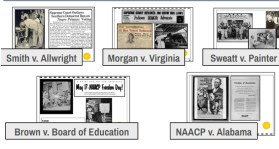

QFT Step #5: Next Steps (Inquiry)

Let's Watch!

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



<p>QFT Step #5 Next Steps (Inquiry)</p> <p><i>Let's Watch!</i> As you watch the following clips, consider how they connect to the images and the information we just read. Which image set(s) connect?</p>  	
<p>QFT Step #5 Next Steps (Inquiry)</p> <p>Let's examine the primary sources! Look over the four image sets. Follow the directions on the handout. <i>Be ready to share!</i></p>  	<ul style="list-style-type: none"> • Distribute page 4 of the student handouts. • Have students work with a partner to re-examine the primary source sets and answer the provided questions.
<p>QFT Step #5 Next Steps (Inquiry)</p> <p><i>Turn and Talk!</i> Share your answers with your partner. Explain to your partner what you have learned about Thurgood Marshall. Use the images as evidence to explain your ideas.</p>  	
<p>Reflect</p> <p><i>Let's think about the process!</i> Return to your original list of questions.</p> <ul style="list-style-type: none"> • Find one question you now know more about. • Find one question you still have. <p><i>Reflect!</i> Talk with a partner. What did you think about doing a lesson that focused on developing questions?</p>	<h2>Reflect</h2> <ul style="list-style-type: none"> • Have students revisit their initial questions and reexamine them. • 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.
 <p>QFT Lesson Part II <i>Becoming Thurgood: America's Social Architect</i></p>	<h2>Step 5: Next Steps (Guided Inquiry) cont'd</h2> <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 talk with a partner about 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?"
<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>	
<p>QFT Step #5 Next Steps (Inquiry)</p> <p><i>Let's Predict!</i> 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 civil rights!</p> <p>What rights do you think are connected to these images?</p> 	<ul style="list-style-type: none"> • Have students go back to the primary source image sets from the previous day and find the five image sets that have a small circle in the bottom right. • Have students investigate the images and predict what civil rights might be connected to each image.
<p>QFT Step #5 Next Steps (Inquiry)</p> <p><i>Let's Learn More!</i> Read page 5. Let's learn more about how Mr. Marshall helped people get their civil rights!</p> <p>Look for connections between the primary sources and the reading.</p> 	<ul style="list-style-type: none"> • Together, read page 5 of the student handout, starting with "How did Thurgood Marshall fight for constitutional rights?" • Show students the short video clip about <i>Brown v. Board of Education of Topeka</i> (1954). • Have students find the primary source set that matches <i>Brown</i>

<p>QFT Step #5 Next Steps (Inquiry)</p> <p><i>Let's Watch!</i> Watch and listen to learn about Brown v. Board of Education of Topeka Kansas and the desegregation of schools.</p> 	<p><i>v. Board of Education (1954).</i></p> <p>Note to Teacher: This longer clip could be used in place of the one in the slideshow. It more thoroughly explains the response and resistance to <i>Brown v. Board of Education</i> and how hard Marshall and the NAACP had to fight to get Brown enforced. It is seven minutes long, but addresses those issues more thoroughly. There is also a link in the notes below the slide in the slideshow.</p> <p>https://becomingthurgoodmpt.thinkport.org/qft-lesson-plans/video-brown-littlerock.html</p>
<p>QFT Step #5 Next Steps (Inquiry)</p> <p><i>Let's Connect!</i> With your group or as a class, make connections between the images and the Supreme Court cases Mr. Marshall won!</p> <p>What is one detail that helps you make the connection?</p> 	<ul style="list-style-type: none"> • Hand out pages 6-7 of the student handouts. • Have students match the Supreme Court cases that Thurgood Marshall won with the primary source sets. Have students write the case on the primary source set. • Review the correct matches on slide 33.
<p>QFT Step #5 Next Steps (Inquiry)</p> <p>Write the matching case in the box!</p> 	
<p>QFT Step #5 Next Steps (Inquiry)</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>	<ul style="list-style-type: none"> • Return to the inquiry question "Why was Thurgood Marshall called 'Mr. Civil Rights'?" • Ask students to review their primary source sets and share examples of how Thurgood Marshall fought for civil rights.
<p>QFT Step #5 Next Steps (Inquiry)</p> <p>What do you think Thurgood Marshall meant in the quotation below?</p> <p>Thurgood Marshall fought for people's civil rights. Even after winning so many cases, he knew his legal work was not enough to ensure everyone's rights. He knew others would have to continue to fight.</p> <p><i>"There was a change from the legal movement in the courts to the protest movement in the streets."</i> ~Thurgood Marshall</p>	<ul style="list-style-type: none"> • Read the left box on slide 36 to the students. Then read the quotation on the right together. Ask students, "What do you think Thurgood Marshall meant by this quotation?" • Distribute pages 8-9 of the student handout to students.
<p>QFT Step #5 Next Steps (Inquiry)</p> <p><i>Let's Close!</i> Mr. Marshall's hard work helped others!</p> <p>After he won these cases, others petitioned, spoke out, and protested to make sure they had civil rights!</p> 	<ul style="list-style-type: none"> • Read together with students to complete the story of Thurgood Marshall.
<p>QFT Step #5 Revisiting our Q-Focus</p> <ul style="list-style-type: none"> • We started this lesson by watching a short video showing people preparing for the March on Washington. • Thurgood Marshall did not participate in the famous March on Washington in 1963. • The cases that Thurgood Marshall won in court helped people gain civil rights but... • Even after the Supreme Court said people must have rights, they rules were not always followed. • People across the United States needed to speak out, protest, and petition to make sure the rights were enforced. • When the producers made the film, this is how they considered including the March on Washington clip. • Listen carefully. Think about our inquiry question. 	<ul style="list-style-type: none"> • To set up the final activity, review the ideas on slide 38 and present the questions to students on slide 39. • Watch the video, which integrates the original Q-Focus clip in an edited 3-minute clip that explores how Thurgood Marshall helped to make the Civil Rights Movement possible, but also

QFT Step #5 Revisiting our Q-Focus

As you watch the clip, think about these questions:

1. How did Thurgood Marshall help make the Civil Rights Movement and events like the March on Washington possible?
2. How did the Civil Rights Movement help to make sure that the rights Thurgood Marshall fought for were actually protected?

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



<https://vimeo.com/1029328210acc-6d76872b9a5cc0c0y>

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QFT Step #5 Next Steps (Inquiry)



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

Turn and Talk!

After watching this video clip, reading about Thurgood Marshall and examining the primary sources how would you answer the inquiry question?

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QFT Step #5 Next Steps (Inquiry)

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

Historical Claim!

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



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provided legal support through the Legal Defense Fund for the civil rights protesters and activists.

- 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 U.S. Supreme Court cases.