

# "Becoming Thurgood" High School Lesson Plan

## Question Formulation Technique (QFT) and Inquiry Lesson Plan (High School Level)

[Lesson Slideshow High School Level](#), [Lesson Handouts High School Level](#)



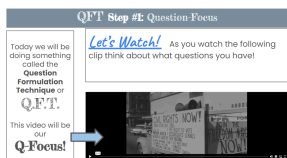
### Step 1: Q-Focus

*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 Notes:** 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. Students will develop their understanding of Thurgood Marshall from quotations and video clips within the slideshow and handouts. If students need more basic information, there is a reading provided in the Middle School materials.

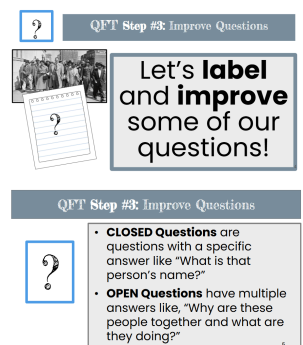
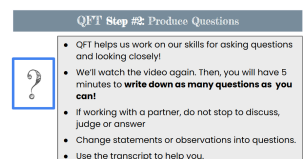
*In this first step, explain to students that they will have five minutes to generate as many questions as possible.*



### 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

#### QFT Step #3: Improve Questions



- Label your questions with an **C** or a **O** to indicate whether you think it is a **CLOSED** or an **OPEN** question.

#### QFT Step #3: Improve Questions



- 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?"
- 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!

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

##### INQUIRY QUESTION:

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



#### QFT Step #4: Prioritize Questions



##### Prioritize!

- Pick 3 questions that you think might help us answer our inquiry question.
- Put a triangle next to those 3 questions!

#### QFT Step #4: Prioritize Questions



##### Turn and Talk!

- Share your prioritized questions with a partner.
- What new ideas did you get from hearing from your partner?

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 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 questions that they think might help the class answer the lesson inquiry question. 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 introduces the lesson inquiry question and asks students to put a triangle next to three questions that would help answer the inquiry question.
- Students should share their prioritized questions with a partner, a different group, and/or the class.

#### 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 and Secondary Sources** to find important evidence about Thurgood Marshall.



A **primary source** is an image, document or object that comes from the time period being studied. (examples: photographs, newspaper articles, interviews)  
A **secondary source** provides scholarly information created by someone who did not experience or participate in the events being studied. (examples: books, scholarly articles, documentaries)

#### 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; analyze quotations from relatives, colleagues, and scholars; read about Supreme Court cases; and watch 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.

- Remind students of the inquiry question: "Why was Thurgood Marshall called 'Mr. Civil Rights'?"
- Explain the Inquiry Cycle and Primary and Secondary 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)**

**Turn and Talk!**  
Work with your partner examine the FOUR primary source image sets. Look carefully at the details in the images.

Predict what these primary source images will tell us about Thurgood Marshall's acts for civil rights.



**Teacher Note:** The student handouts include a series of primary source sets at the end of the document. The first four sets will be used in the first part of the lesson. The next six will be used in the second part of the lesson. Print and distribute to students. There are two sets per piece of paper. Color copies are not required.

- Distribute the four primary source sets with stars in the bottom right corner to students or student groups.
- Explain to students that all of the sets relate to the early life of Thurgood Marshall.
- Have students predict what these primary source images will tell us about Thurgood Marshall's connection to civil rights.

**QFT Step #5 Next Steps (Inquiry)**

**Let's Watch!** As you watch the following clips, take any notes in your Note Catcher about connections to our inquiry question, "Why was Thurgood Marshall called 'Mr. Civil Rights'?"



**QFT Step #5 Next Steps (Inquiry)**

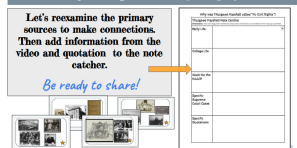
"The young Thurgood's personality, in turn, seemed a perfect fit for the comfortable surroundings of his youth. His nickname as a child was Goody. 'He was always a smart, alert little fellow,' recalled one of his aunts. 'He was full of life and laughter.' Marshall was a gifted storyteller and prankster. When he got into trouble, it was usually for talking, laughing, and pranks, not for fighting. In high school, Marshall was repeatedly sentenced to the school basement to memorize sections of the U.S. Constitution for his pranks and talking. 'Before I left that school,' Marshall recalled, 'I knew the whole thing by heart.'"

excerpt from "Thurgood Marshall: Race, Rights and the Struggle for a More Perfect Union, Charles L. Zelden, 2013, p. 15. Routledge, New York.

**QFT Step #5 Next Steps (Inquiry)**

Let's reexamine the primary sources to make connections. Then add information from the video and quotation to the note catcher.

Be ready to share!



- Distribute page 1 of the student handouts and tell students they will use the note catcher as they explore the sources on Thurgood Marshall.
- Show students the 3-minute video clip about Thurgood Marshall's early life. Ask students to take notes about his early life.
- Share the quotation with students on slide 17. Ask students to consider how this story could connect to "Mr. Civil Rights."
- Instruct students to reexamine the primary source sets with the stars and look for connections to the video and quotation.

**QFT Step #5 Next Steps (Inquiry)**

**Let's Watch!** As you watch the following clips, take any notes in your Note Catcher about connections to our inquiry question, "Why was Thurgood Marshall called 'Mr. Civil Rights'?"

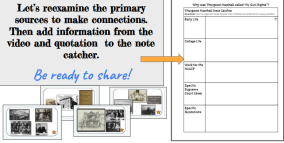







**QFT Step #5 Next Steps (Inquiry)**

In law school, Marshall learned the importance of a good lawyer in saving lives. "The NAACP asked [Charles Hamilton] Houston to take on the murder trial of George Crawford; the idea was to make a statement by having a black man represented publicly by black lawyers in what had been the leading state of the Confederacy. In turn, Houston asked Marshall to help. Marshall spent hours in the law library doing research for the case; he took part in the strategy sessions; he challenged positions taken by Houston and the other lawyers; he even went out and got lunch. 'Whatever it took to help with the case, Marshall did. In the end, though Crawford was found guilty, he was spared the death penalty. Marshall came to view this result as a win: 'If you get a life term for a Negro charged with killing a white person in Virginia, you've won...because normally they were hanging them then.'"

excerpt from "Thurgood Marshall: Race, Rights and the Struggle for a More Perfect Union, Charles L. Zelden, 2013, p. 21. Routledge, New York.

- Show students the second 3-minute video about Marshall's life at Howard University and his work with Charles Hamilton Houston.
- Remind them to add to their organizer.
- Review the quotation on slide 20 and ask them how the story in this quotation connects to civil rights.
- Instruct students to reexamine the primary source sets with the stars and look for connections to the video and quotation.

<p><b>QFT Step #5 Next Steps (Inquiry)</b></p> <p>Let's reexamine the primary sources to make connections. Then add information from the video and quotation to the note catcher.</p> <p><i>Be ready to share!</i></p> 	
<p><b>QFT Step #5 Next Steps (Inquiry)</b></p> <p><i>Let's Watch!</i> As you watch the following clips, take any notes in your Note Catcher about connections to our inquiry question, "Why was Thurgood Marshall called Mr. Civil Rights?"</p>  <p><b>QFT Step #5 Next Steps (Inquiry)</b></p> <p>Let's reexamine the primary sources to make connections. Then add information from the video to the note catcher.</p> <p><i>Be ready to share!</i></p> 	<ul style="list-style-type: none"> <li>• Show students the third video on Marshall's life about his early work with the NAACP. The video is 3 minutes and 42 seconds.</li> <li>• Remind them to add to their organizer.</li> <li>• Instruct students to reexamine the primary source sets with the stars and look for connections to the video.</li> </ul>
<p><b>QFT Step #5 Next Steps (Inquiry)</b></p> <p><i>Turn and Talk!</i></p> <p>Reexamine the primary source sets with your partner. Share and add to your note catcher.</p> 	<ul style="list-style-type: none"> <li>• Have students work with a partner to reexamine the primary source sets and add to their note catcher.</li> <li>• Have students generate an additional question about the images.</li> </ul>
<p><b>Reflect</b></p> <p><i>Let's think about the process!</i></p> <p>Return to your original list of questions.</p> <ul style="list-style-type: none"> <li>• Find one question you now know more about.</li> <li>• Find one question you still have.</li> </ul> <p><i>Reflect!</i></p> <p>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"> <li>• Have students revisit their initial questions and reexamine them.</li> <li>• 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.</li> </ul>
<p><b>QFT Lesson Part II</b></p> <p><i>Becoming Thurgood: America's Social Architect</i></p>  <p><b>QFT Step #5 Next Steps (Inquiry)</b></p> <p><i>Let's Review!</i></p> <p>Today's Inquiry Question is:</p> <p><b>Why was Thurgood Marshall called "Mr. Civil Rights"?</b></p> <p><i>Let's Review!</i></p> <p>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>	<h2>Step 5: Next Steps (Guided Inquiry) cont'd</h2> <ul style="list-style-type: none"> <li>• If starting part 2 on a new day, 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.</li> <li>• 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?"</li> </ul>
<p><b>QFT Step #5 Next Steps (Inquiry)</b></p> <p>Thurgood Marshall used the Constitution and the law to help ensure people's civil rights.</p>  <p>The Supreme Court is the highest court in the United States. They interpret the meaning of the law and Constitution. The 14th Amendment of the US Constitution states that people must be treated equally under the law and that everyone is guaranteed due process of the law. But in the late 19th and early 20th century, the Reconstruction amendments were not being followed. Thurgood Marshall used his skills as a lawyer and his clients' cases to ensure constitutional rights.</p>	<ul style="list-style-type: none"> <li>• To frame Part 2, students will need some basic background about the U.S. Supreme Court and the process of appeals.</li> <li>• Review the basic materials on slides 29 and 30.</li> <li>• Show the video about the <i>Murray v. Pearson</i> (1936) case. The</li> </ul>



**QFT Step #5: Next Steps (Inquiry)**

When someone believes their rights have been violated in a court case, the client can appeal it to a higher court. They can ask a new judge to protect their rights. Mr. Marshall appealed many of his clients' cases all the way to the Supreme Court. He was prepared, persuasive and eloquent. Over thirty years, Thurgood Marshall would present 32 cases in front of the Supreme Court. He won 29 of those cases.

**Thurgood Marshall appealed many of his cases all the way to the Supreme Court.**

**QFT Step #5: Next Steps (Inquiry)**

**Let's Watch!** As you watch this clip, consider how this is an example of Thurgood Marshall using the Constitution to win civil rights for one of his clients. Let's learn about *Murray v. Pearson*



video is one minute and 34 seconds. Ask students to turn and talk about how this case was an example of the ideas explained on slides 29 and 30.

**QFT Step #5: Next Steps (Inquiry)**

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

**What rights do you think are connected to these images?**



**QFT Step #5: Next Steps (Inquiry)**

**Let's Brainstorm: What rights do you think are connected to these images?**

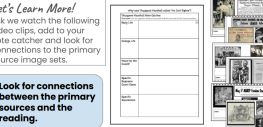


- Distribute to students the six image sets that have a small circle in the bottom right.
- Have students investigate the images and predict what civil rights might be connected to each image.

**QFT Step #5: Next Steps (Inquiry)**

**Let's Learn More!**  
Ask we watch the following video clips, add to your note catcher and look for connections to the primary source image sets.


**Look for connections between the primary sources and the reading.**



**QFT Step #5: Next Steps (Inquiry)**

**Let's Watch!** As you watch the following clips, take any notes in your note catcher about connections to our inquiry question, "Why was Thurgood Marshall called Mr. Civil Rights?"


**VIDEO OF REGISTRARS**



**QFT Step #5: Next Steps (Inquiry)**

**Let's reexamine the primary sources to make connections. Then add information from the video to the note catcher.**


**Be ready to share!**



- Direct students back to their note catcher to the Supreme Court case section. Students could add *Murray v. Pearson* (1936).
- Instruct them to add to their note catcher as they watch the next video about the *Smith v. Allwright* (1944) case. Remind them to look at their primary source sets as well.
- Watch the video about *Smith v. Allwright*. The video is three minutes and 50 seconds.
- Have students add to their note catcher.

**QFT Step #5: Next Steps (Inquiry)**


**Let's Watch!** As you watch the following clips, take any notes in your note catcher about connections to our inquiry question, "Why was Thurgood Marshall called Mr. Civil Rights?"



**QFT Step #5: Next Steps (Inquiry)**

**Let's reexamine the primary sources to make connections. Then add information from the video to the note catcher.**



**Be ready to share!**



- Watch the video about the strategy for fighting inequality in education. The video is three minutes and 27 seconds.
- Have students add to their note catcher.

**QET Step #5 Next Steps (Inquiry)**


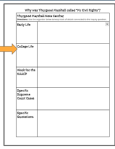
*Let's Watch!* As you watch the following clips, take any notes in your note catcher about connections to our inquiry question, "Why was Thurgood Marshall called Mr. Civil Rights?"

**QET Step #5 Next Steps (Inquiry)**


Let's reexamine the primary sources to make connections. Then add information from the video to the note catcher.

*Be ready to share!*

**QET Step #5 Next Steps (Inquiry)**

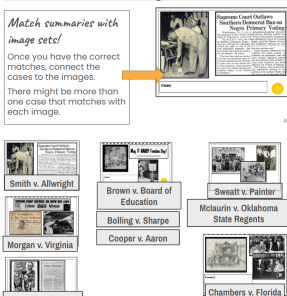
*Cut and Match!* With your group or as a class, cut out the cases and their corresponding summaries. Read the summaries and match to the correct case name. Use context clues to create matches.



**QET Step #5 Next Steps (Inquiry)**

**Write the matching case in the box!**


*Match summaries with image sets!* Once you have the correct matches, connect the cases to the images. There might be more than one case that matches with each image.



Smith v. Allwright  
Brown v. Board of Education  
Bolling v. Sharpe  
Cooper v. Aaron  
Morgan v. Virginia  
NAACP v. Alabama  
Swann v. Painter  
Molavin v. Oklahoma State Regents  
Chambers v. Florida

**QET Step #5 Next Steps (Inquiry)**

*Match and Summarize!* Once you have the correct matches, summarize the key details of each case in your graphic organizer.



- Watch the final video about *Brown v. Board of Education* (1954) and the aftermath of resistance. The video is seven minutes and 53 seconds.
- Have students add to their note catcher.
- Distribute pages 2-4 to partners or small groups (single-sided copies).
- Have students match the case titles with the summaries by using context clues to make the matches.
- Have student groups match the cases to the primary source image sets and write the related cases in the box provided. Some image sets will connect to more than one case. Answers are on slide 43.
- Distribute pages 5-6 to each student and have them briefly summarize the details of each Supreme Court case.

**QET Lesson Part III**

**Becoming Thurgood**



**QET 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.

**Teacher note:** The third part of the lesson asks students to corroborate and extend their ideas by looking at quotations from the film "Becoming Thurgood." The teacher could have students review all the quotes or could jigsaw the activity.

- Begin the lesson by reviewing the inquiry question with students and reviewing what has already been learned.

**QET Step #5 Next Steps (Inquiry)**

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

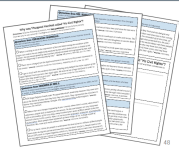


Historians corroborate their observations and claims by trying to find additional evidence.

- Introduce students to the idea of corroboration.
- Distribute quotations from the film.
- Have students read the quotations and choose two (by checking the boxes) that they think connect most to the inquiry question.

#### QFT Step #5 Next Steps (Inquiry)

Quotations from Marshall, relatives, colleagues and scholars!  
Let's analyze these quotes to find more evidence.



#### QFT Step #5 Revisiting our Q-Focus

- 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.

#### 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?

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



<https://vimeo.com/107932821?sec=4d78877sharescopy>

#### 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?

#### 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!  
Use evidence and reasoning to support your answer.



- To set up the final activity, review the ideas on slide 50 and present the questions to students on slide 51.
- 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 explains how he 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.
- Remind students to look to their readings, primary source sets, and Supreme Court cases.

**Teacher note:** If you would like to provide students with a graphic organizer for answering the inquiry question, the middle school handouts have one.