

QFT-Primary Source Lesson Plan Template

| LESSON OVERVIEW | | | |
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| Name: Eliko Ozeki | Grade: Kindergarten | Subject: Interdisciplinary | Location: Los Angeles, CA |
| <p>Context & Purpose: <i>My students come from privileged and affluent backgrounds where their needs are taken care of by many adults hired by their families. This lesson's goal is to have students experience seeing themselves as capable and responsible contributors to their families and community. In order to do this, students will discuss how to contribute to their families through individually selected chores and track their progress and emotions during a two week period where the chores are performed and tracked on a tracking sheet.</i></p> <p>This lesson will be part of the launching for our PBL unit "Community." In this beginning of the year unit, students will learn about what it means to be a part of a community. The driving question for this unit is: "How do we get to know each other and create a strong community?" After seeing a primary source image from 1910's, students will generate questions about how children were helpers to their families and communities in the "olden days." We will discuss similarities and differences from the past and present, and launch the unit. There will be many activities students will perform during this 8 week unit, and the part about selecting and performing chores is one aspect of it. Other activities will answer "who" students are in relation to their different communities and activities outside of school. The public product for this unit is a digital book containing images and words that tell 4-6 things about each student.</p> | | | |
| <p>Lesson Procedure:</p> <ol style="list-style-type: none"> 1. Day 1 <ul style="list-style-type: none"> • Review the differences between statements and questions (this lesson will have been done earlier). • Review kindergarten friendly language of QFT • Show this image. Let students quietly observe for 1 minute. • Briefly discuss what is a "mirror" or a "window" about this image. • Students will break up into smaller groups and generate their questions. Teacher will write out what they dictate on chart paper. 2. Day 2 <ul style="list-style-type: none"> • While showing the above image, the teacher reads out loud all the questions that were generated the day before. • While in the whole group, students will categories open and closed questions. Which questions are answered by yes or no or one word, and which questions give you more information? • Review the Driving Question and discuss the terms "community" "contribution" and "helper" to generate what they mean in the context of home and school. What makes a strong community? Who is part of a community? • Reflect: What did you learn from today's activity? What was a surprise? What was a struggle? What was a success? 3. Day 3 <ul style="list-style-type: none"> • Review the terms contribution, helper and community. • Share a couple of facts about the image and the time the photo was taken to give students information and discuss the similarities and differences from the olden days and their current experiences. • Review the questions on the chart paper. • Have students go into their small groups from Day 1 and have them choose 3 questions that will help them explore being a helper in a community. Teacher circles the selected questions. 4. Day 4 <ul style="list-style-type: none"> • Ask students to pretend the child/children in the photo visited the classroom, have students come up with 1 or 2 questions by prompting them with "What are you curious about and want to ask the child?" "What can you ask the child that will give you more information about the moment/day the photo was taken?" In a separate section, the teacher charts these questions. • Using the questions on the chart, categorize which questions will give us information only about the child in the photo, and which questions we can also ask each other in our class to get to know them better. • Review and edit which questions the class will prioritize to help us with the project. *Start with the ones students selected the day before in small groups. | | | |

- Reflect: What did you learn about asking questions? How do you feel about asking questions?

Next Steps (i.e. how student questions will be used after the QFT):

- Questions that can help information gathering about their classmates will be used in data collection surveys they will conduct on each other throughout the 8 weeks. These will be turned into graphs/charts the teacher will create for the final product presentation.
- Questions related to the work or contribution will be used in a later lesson that will help them come up with ways they will contribute in their homes (chores) and they will track the number of times they perform the chores in a two week period. As a whole class, we will reflect on how this went at home and how they felt about being helpers at home.
- Other activities will include making models, taking photos, writing about their individual experiences, creating circle and bubble maps to demonstrate their belonging to different communities and their roles/responsibilities.

Question Focus:



LINK: [1910 Peck of Cranberries](#)

Link: [1913 Cotton Pickers](#)

Reflect on your QFocus:

- *I chose this image specifically because it has 5 and 6 year olds and because they depict child labor. It was important to me to show students in my class the types of responsibilities and contributions children their age made in the "olden days". I have two images listed here because I may end up using both as a contrast (one featuring a girl and the other featuring boys in a group.) We will use the image(s) to discuss what is a "mirror" (do they see themselves reflected) and what is a "window" (do they see someone/thing that they could learn more about).*
- *During this course, I changed plans. I was going to do this lesson to tie it to a unit later in the year, but the more I played with it, I realized it could be used earlier in the year for our unit on Community. Doing this early in the year has the added benefit of students opportunities to practice using a primary source and QFT as part of their learning experience.*

Tailoring Instructions:

- **Categorization Instructions:** Before the start of this lesson, students will learn to categorize statements and questions, and learn about the concept of "mirror and windows" in images and books. For this lesson, students will practice categorizing open ended and closed questions. We will also categorize "Questions that give us information about the girl" and "Questions we can ask each other to help us know more about each other?"
- **Prioritization Instructions:** "Choose the questions that will help you learn more about what it means to be a helper or what it means to belong to a community."
- **Reflection Questions:** At the end of Day 2 students are asked to reflect on their process: What did you learn from today's activity? What was a surprise? What was a struggle? What was a success? At the end of Day 4, students are asked to reflect on: What did you learn about asking questions? How do you feel about asking questions? Where can you use questions in your life? I'm adding the additional step of having them connect to the selected image by having them reflect on: "What are you curious about and want to ask the child?" "What can you ask the child that will give you more information?"

