QFT-Primary Source Lesson Plan Template\*

*\*Feel free to edit, adapt, or amend this template as is most helpful to you*.

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| **LESSON OVERVIEW** | | | |
| **Name:**  **Marjorie Moyer** | **Grade:**  **Community College** | **Subject:**  **Art History** | **Location:**  **Johnstown, PA** |
| **Context & Purpose:**  This lesson will be in the context of a unit on Northern Renaissance art. The purpose is 1.to learn about self-portraiture at the time 2.Explore the artist’s self-conception and his concept of his role in society 3.Think about how society viewed the role of the artist in the Renaissance and how this has changed over time. | | | |
| **Lesson Procedure:**   1. A “long look” at the QFocus image using the first two portions of the Artful Thinking routine *See/Think/(Wonder)* 2. For the “wonder” portion substitue the QFT steps. 3. After initial listing of questions add a caption to the QFocus that says “This print shows a winged woman representing melancholy in the sense of an artist's spiritual self-portrait.” Short time to list further questions. 4. Complete the QFT steps: students select their priority questions (these questions listed on the board and will remain visible to the students throughout the unit), class discussion based on teacher selected priority questions, student reflection on the process so far. | | | |
| **(i.e. how student questions will be used after the QFT):** *Share your tentative plans for using student questions to drive subsequent learning*   * From the textbook read summary of an influential treatise from Durer’s time that explains the how the medieval/renaissance conception of melancholy relates to artists and the making of artworks. * Discuss the image starting with some of the student’s questions. Use what students have noticed to talk about Durer’s style, the genre of self portraiture, the perception of the creative process compared to how it is viewed today. Some of these topics would be addressed in separate lessons after tailoring the prioritization instructions to would help students select questions in line with the lesson objectives. * Students reflect on how their thoughts about Durer’s print and the process of artistic creation changed throughout the QFT process. * Future Assignment: make a self portrait or describe what you would include in your own self-portrait to share next class. | | | |
| **Question Focus:** *Must include at least one primary source from loc.gov. Whenever possible, please embed the image/primary source here AND include the link. Include additional text or caption only if it is part of your QFocus.*  *A picture containing text  Description automatically generated,*  Melencolia I by Albrecht Durer  **Addditional caption to be added later in the lesson:**  This print shows a winged woman representing melancholy in the sense of an artist's spiritual self-portrait.  **LINK:** <https://www.loc.gov/photos/?q=Melancholia+by+Durer>  **Link to Rembrandt self portraits: https://www.loc.gov/photos/?q=Rembrandt+self+portraits**  <https://www.youtube.com/watch?v=73aD0682yBE>  video about self portraits | | Reflect on your QFocus:  This is a very rich image. There’s a lot going on and it is one in which the meaning takes some work to discern. Every student will be able to notice quite a few details to wonder about. There are lots of ways to tie it into the work of other artists and to the genre of self-portraiture throughout art history.  I considered comparing this self-portrait to one of Durer’s straight, i.e., non-allegorical self portraits or to some of Rembrandt’s self portraits from the same era. There are examples of these in the LOC collections.  This would be a way of using student questions in other lessons. | |
| **Tailoring Instructions:** *Share any adaptations or tailoring to the standard QFT process that you are planning.*   * **Categorization Instructions:** categorize according to lesson topic for 2nd and 3rd lessons * **Prioritization Instructions:** after the first lesson, prioritize by choosing questions that help us learn about the genre of the self-portrait, how the artist sees himself and how society defines his role. * **Reflection Questions: Reflect on the** QFT process and whether it was helpful in your understanding of the topic?   How did you feel about formulating your own questions?   * **Other:** | | | |

While you are not required to implement your lesson plan to complete the “Teaching Students to Ask Their Own Primary Source Questions” course, we hope that you do! If you do have a chance to implement your lesson plan prior to posting it in the TPS Teachers Network Question Formulation Technique for Primary Source Learning group [album](https://tpsteachersnetwork.org/the-question-formulation-technique-qft-for-primary-source-learning/qft-primary-source-lesson-plans-july-2021), please consider adding and sharing some of the information below in addition to your plan above:

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| **LESSON OUTCOMES** |
| **Student Questions:** |
| **Student Reflections:** |
| **TEACHER REFLECTIONS** |
| **Reflect on your lesson design and how well it achieved your objectives.** |
| **Which student questions stood out to you? Why?** |
| **Overall, what did you learn from this experience? What questions do you now have?** |

**Contex**t: Community College elective Art History course, unit on Northern Renaissance Art

**Purpose**: To learn about Renaissance self-portraits, explore what they reveal about the artist’s self-concept and his/her sense of the artist's role in society, and get students thinking about the role of the artist in society and how it has changed over time.

QFocus: image with the caption "Melancholia I by Albrecht Durer, 1514,  a self-portrait of his artistic personality"

<https://www.loc.gov/photos/?q=Melancholia+by+Durer>