
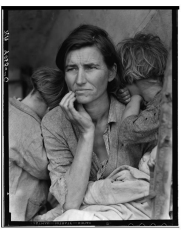
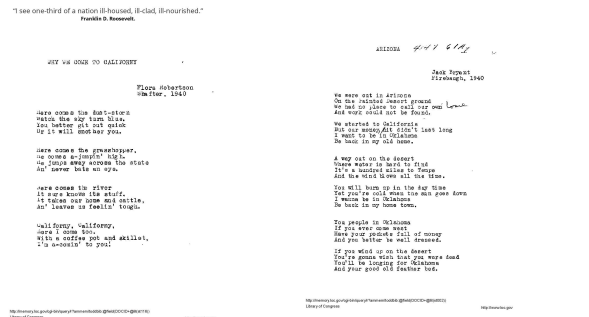


## QFT-Primary Source Lesson Plan Template\*

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

LESSON OVERVIEW			
<b>Name:</b> Duncan Dewar	<b>Grade:</b> 10	<b>Subject:</b> English	<b>Location:</b> Sydney, Australia
<b>Context &amp; Purpose:</b> <i>Of Mice and Men introduction. Lesson 1 context of the novel. Learning Intention: To learn the economic conditions affecting the setting of the novel.</i>			
<b>Lesson Procedure:</b> <ol style="list-style-type: none"> <li>1. A Google form asking 5 questions to gather existing student knowledge on the Great Depression. (What was the Great Depression? What does Depression mean in economic terms? When did it occur? When did it end? What does it mean for ordinary people? This will be a multiple choice quiz with students given the correct answers at the end. We will discuss results briefly. (15)</li> <li>2. The QFT will then be used to generate student questions about the lives they will see in the primary resources. Students will work in groups of 4. Four primary resources will be used: two photos and two poems. Half the groups will get the photos, the other half the poems. (20)</li> <li>3. Once the QFT is done, the opposing groups will form a new group of 8 (four who looked at the photos and four who used the poems). They will share their resources and questions. The larger group may add more questions based on their experiences with their own primary source material. (20)</li> <li>4. Students will access the two websites and see if they can find answers to their essential questions. (35)</li> <li>5. Exit ticket (10).</li> </ol>			
<b>Next Steps (i.e. how student questions will be used after the QFT):</b> Student questions will be used as 'Essential Questions' for the opening of the unit. After the QFT, students will go to the following web pages to investigate further based on their own questions. <a href="#">Real family in Iconic Photo</a> and <a href="#">PBS Dustbowl</a> . It is probable that they will have some answers to their questions in these resources. Other questions about the characters in the novel will also be answered through this process saving time as we progress. As we look at the motivations of the fictional people, students will be able to relate the real world experiences of the subjects here to them. Lastly, I tend to get students to group their questions into Surface, Deep and Transfer questions and we address them at check-points in the unit.			
<b>Question Focus:</b>   		<b>Reflect on your QFocus:</b>  <i>I chose these photographic images because the first picture gives you an impression of how some people lived at the time, which would allow students to empathise with the characters in the novel, while the second image gives a real insight into the thoughts of the subject. It is also important because of the links to an article identifying the woman and giving us her perspective. Her quotes would be a conversation piece.</i>  <i>The poems were chosen because of their link to what the country was going through at the time and the references to movement across the land. This is what the two protagonists in the novel are doing in the opening.</i>  <i>Thus, students are emerged in the context of the novel through both sets of resources.</i>	

 <p>LINK: <a href="#">All Resources</a> <a href="#">Photo1</a> <a href="#">Photo 2</a> <a href="#">Poem 1</a> <a href="#">Poem 2</a></p>	
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**Tailoring Instructions:** *Share any adaptations or tailoring to the standard QFT process or categorization, prioritization, or reflection instructions that you are planning.*

- **Categorization Instructions:**
- **Prioritization Instructions:**
- **Reflection Questions:**

Exit slips will be used through a Google Form asking questions about the process and whether the group combination was a help or a hindrance for learning.

- **Other:**

The class will work in groups of 4. SEN students will be blended with GT students in these groups. After the initial QFT process has completed, each group will have their list of all questions and prioritised questions. A group of four who worked with the photos will then join a group of four who worked with the poems. This new group of eight will examine the other's work and offer feedback on the questions. They may discuss that there are additional questions that are essential, or they may disagree with the questions prioritised. Similarly, they may ask questions that the first group did not consider and together they will reorder and reprioritise the questions for both sources. They will be given 20 minutes to discuss this.

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](#), please consider adding and sharing some of the information below in addition to your plan above:

## LESSON OUTCOMES

### Student Questions:

Not applicable at this time.

### 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?