RQI Right Question Institute
A Catalyst for Microdemocracy

QFT-Primary Source Lesson Plan Template*

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

LESSON OVERVIEW			
Name: Alyssa Verhees	**Grade: 9**	**Subject: Dutch (as mother language)**	**Location: Eindhoven, The Netherlands**

Context & Purpose: *Share your content/topic and/or teaching and learning objectives for this lesson and where (beginning, middle, end) in the unit or learning cycle this lesson falls.*

The topic of the lessons is (social) media usage and the difference between objective and subjective statements. Students will have to write a short essay on (social) media usage in which they argue whether or not they think that (social) media usage is bad. In order to support their opinion, they will need to use valid arguments and facts – which we have discussed in previous lessons.
The goal of this lesson is that students learn to compare

Lesson Procedure: *Share the sequence of learning activities before, during, and after the QFT*

1. I introduce the subject by showing the first primary source/QFocus: a poster/advertisement for a Dutch newspaper from 1910. I tell them that this lesson we'll use the QFT and next lesson we'll use the outcomes of the QFT to write a short essay on (social) media usage.

2. We start by looking at the picture and I use 3 prompts (see Appendix 1. 3 prompts for questioning) to analyze it: 1) what do you see? 2) what do you think? 3) what do you wonder? Between these 3 prompts I pause so students can share their answers with each other. Since it will be my first time using QFT, I think it's a good idea to give them a bit of guidance to start with. We end up with a first list of questions.

3. We then discuss the difference between facts and opinions and label the questions: questions that have a 'searchable' or objective answer and questions that most likely have an opinion as an answer. Students make a list of pros and cons of the both types, which we also discuss. We then label the first list we made (see step 2).

4. After this example students get together in groups of 4 and get a huge sheet of paper on which they write their own questions, using the second QFocus. They are allowed to use the prompts if they want or need to. After that, they also label the questions as objective or subjective. They change one objective question in a subjective one and vice versa. This is the second list of questions.

5. We then look for common themes in both lists and group the questions. Every student then selects 3 priority questions that are connected to a theme: 1 that's most likely to have an objective answer, one that's subjective and a third one. As homework, they use given sources to find the answer to their questions.

Next Steps (i.e. how student questions will be used after the QFT): *Share your tentative plans for using student questions to drive subsequent learning*
- The next lesson, **students respond to a news article saying that 'every generation has his own problems with (social) media'** (source: https://www.rtlnieuws.nl/tech/artikel/4831536/jongeren-schermtijd-lezen-internet-schermgebruik-social-media-problemen). We discuss the structure of an argument (thesis + opinion > arguments > examples or facts) and they fill out an argumentation scheme using the information they found in their homework. They then use this scheme to write the essay.
- After writing, students form a group of three. They exchange their texts. The first student checks the essay of the second student and marks which parts contain opinions and which parts contain facts. The third student checks to see if this marking is correct. If necessary, they can change their own text.
- I end the second lesson with an exit ticket, asking what they learned about someone else's questions or remarks and what they now understand differently about (social) media usage.

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.*

QFocus 1:

Advertisement for 'De Hollandsche Revue' (translation: the Dutch paper) a newspaper, poster from 1910. Source: https://www.loc.gov/item/2005693042/

QFocus 2:

Advertisement for a camera shop in The Netherlands (translation: Everyone a photographer with a camera), poster from 1901. Source: https://www.rijksmuseum.nl/en/collection/RP-P-1912-2440#object-data-section

*These cameras would work as follows: "The earliest cameras produced in significant numbers were plate cameras, using sensitized glass plates. Light entered a lens mounted on a lens board which was separated from the plate by extendible bellows. […] Many of these cameras had controls to raise or lower the lens and to tilt it forwards or backward to control perspective."
(source: https://en.wikipedia.org/wiki/Camera)*

Reflect on your QFocus: *You might consider why you chose this image, alternative QFocus options, earlier QFocus drafts or process you went through to develop it, etc.*

I chose this QFocus because it was one of few Dutch images that looked usable in the LOC. I cut off the address and the name of both companies. I also added an explanation of how the cameras worked, because I want students to focus on the people holding the cameras instead of on the cameras themselves.

Another reason to chose 2 QFocus images is because the first one centers more on traditional media, while the second one *could* spark interest about camera use and 'everyone' having access to photography in connection to today's social media (and the so called bad influence on it).

Tailoring Instructions: *Share any adaptations or tailoring to the standard QFT process or categorization, prioritization, or reflection instructions that you are planning.*

- **Categorization Instructions:** categorize questions that are most likely to have an opinion as answer and those that will have facts as an answer.

- **Prioritization Instructions:** choose 3 priority questions: at least one that's objective and one that's subjective.

- **Reflection Questions:** what did you learn about someone else's questions or remarks? What do you now understand differently about (social) media usage?

- **Other:**

While you are <u>not</u> 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:
Unfortunately, I wasn't able to implement my lesson plan, because we have summer break right now.

Student Reflections:
Unfortunately, I wasn't able to implement my lesson plan, because we have summer break right now.

TEACHER REFLECTIONS

Reflect on your lesson design and how well it achieved your objectives.
Unfortunately, I wasn't able to implement my lesson plan, because we have summer break right now.

Which student questions stood out to you? Why?
Unfortunately, I wasn't able to implement my lesson plan, because we have summer break right now.

Overall, what did you learn from this experience? What questions do you now have?
Because I wasn't able to implement my lesson plan, I am still wondering if the objective/subjective categorization would work or if I'd better stick to the open-ended/closed-ended one.

Appendix 1. 3 prompts for questioning

Students fill out this table, while I use a PowerPoint presentation on which I show the prompts. I did not include the prompts themselves in this table, so students take one step at a time.

Prompt 1	Prompt 2	Prompt 3