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: Lynn White** | **Grade: 5** | **Subject: US History** | **Location: Bridger, MT** |
| **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.*    SWBAT understand how political, religious, and economic ideas and interests brought about the Revolution- Protests by the Colonists including acts of violence toward the British  Prior to this lesson students will have learned about the Intolerable Acts and the various methods of protest by the Colonists. | | | |
| **Lesson Procedure:** *Share the sequence of learning activities before, during, and after the QFT*   1. This will be the first time my students have used the QFT, so I will start by teaching them the difference between open and closed questions. 2. Next I will explain the QFT to the students and show the QFocus for all of us to practice the QFT including my role as the facilitator. 3. In small groups the students will choose a scribe and then start asking questions. I will have instructed the scribes to write down all questions exactly as they are asked. 4. Categorization for this first time will be only open and closed ended questions to keep the focus on the questioning technique. Students will then change open ended questions to close ended and closed ended to open ended. 5. Next students will prioritize the 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*   * **After students have categorized and prioritized the questions, I will have them research the answers to their questions in small groups and create a multiple choice question to put on a Quizizz for summative evaluation at the end of the unit.**   *After the research, we will have a class discussion to reflect on what they learned through this process.* | | | |
| **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.*    **LINK:** https://www.loc.gov/item/2006691558/ | | **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.*  *I chose this QFocus because I have used it before I knew about the QFT. I wanted to see if after implementing the QFT using this QFocus the process would lead to deeper understanding for the students.*  *The graphic poster led down a rabbit hole of tar and feathering and whether it killed people, how difficult it was to get the tar off, how often this particular method of torture was used and for what offenses? All interesting questions, but I looked up the answers to all the questions instead of allowing them the opportunity to develop their questioning skills. Using the QFT will lead to better learning opportunities for them.* | |
| **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:** * **Other:**   **Because this is the first time I am using the QFT, I won’t adapt any of the categorization or priortization instructions just to simplify the process.** | | | |

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?** |