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:** Sherry Bovey | **Grade:** 6-8 | **Subject:** Gifted Enrichment | **Location:** Alexandria, LA |
| **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.*  TLW describe the social, historical, or environmental impact of the first atomic bomb. This lesson is at the beginning of the unit and the QFocus is a hook to draw the students into the unit. | | | |
| **Lesson Procedure:** *Share the sequence of learning activities before, during, and after the QFT*   1. Day 1: TTW introduce the rules of the QFT.  TTW show the QFocus.   TLW develop questions while the teacher records all of the questions.  TLW classify all of the questions as either open-ended or close-ended.   TLW each select at least three questions to change from open-ended to close-ended or close-ended to open-  ended.  TLW each select and record three questions that are of interest and can be researched. 2. Day 2: TLW view the Prezi (<https://prezi.com/0gtc-drnxmz4/trinity-site-final/?present=1>) and formulate more   questions. Those questions will also be classified as either open-ended or close-ended, and at least three   questions will be selected to change from open-ended to close-ended or vice-versa.   TLW each select and record three questions that are of interest and can be researched.   TLW decide which of the six questions that have been selected would be of the most interest to research. 3. Days 3-10: TLW research and compose a report that answers his or her chosen question. TLW have to justify the   research sources used as being accurate and valid. The final report will be shared as part of a symposium   on WWII. | | | |
| **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*   * Students can continue to refine their reports based upon questions that may come up as they research. | | | |
| **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.*    **"Now I am become Death, the destroyer of worlds"**  **LINK:** [**https://www.loc.gov/resource/hhh.nm0139.photos/?sp=5**](https://www.loc.gov/resource/hhh.nm0139.photos/?sp=5) | | **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 image because it was the only one that showed the destruction of the first tested atomic bomb. I have been to Trinity Site and have taken better photos myself, but this one is the one that was at the LOC. I chose to place the quotation by Oppenheimer below it to give it more power and to help the students to hone in on the context. | |
| **Tailoring Instructions:** *Share any adaptations or tailoring to the standard QFT process that you are planning.*   * **Categorization Instructions:** No changes * **Prioritization Instructions:** No changes * **Reflection 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?** |