

QFT – ‘PRIMARY SOURCE’ SESSION PLAN

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

LESSON OVERVIEW			
Name: Andiope Hatzis	Grade: N/A	Subject: Civics Community Session	Location: TBA
<p>Context & Purpose: <i>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.</i></p> <p><i>This session (60 min + further 90 min) will examine the establishment of the Bill of Rights (US), as a first session in a series of community forums, exploring state-enshrined rights in various countries.</i></p> <p><i>The session will be facilitated in an intergenerational informal education setting for a group of concerned citizens, exploring human rights in Australia (currently, does not have a national Bill of Rights), via a series of sessions held monthly around Australia.</i></p> <p><i>The Q-Focus/QFT (60 min) will be undertaken as a ‘novel exercise’, in order to engage participants, stimulate curiosity, questions and subsequent debate.</i></p> <p>Session Aim - <i>Participants will: explore the establishment of the Bill of Rights (US), how it relates to the Constitution and to consider the contemporary implications for citizens.</i></p> <p>Session Objectives - <i>Participants will:</i></p> <ol style="list-style-type: none"> <i>1. Use the Q-Focus to brainstorm questions about the Bill of Rights (US)</i> <i>2. Decide by consensus how to manage additional questions arising from the Q-Focus/QFT</i> <i>3. Reflect on the Q-Focus/QFT process (session closure) to identify at least three main learnings (Bill of Rights (US)).</i> 			
<p>Lesson Procedure: <i>Share the sequence of learning activities before, during, and after the QFT</i></p> <ol style="list-style-type: none"> 1. Introductory Session: <i>Q-Focus/QFT (as outlined).</i> 2. A selection of recorded presentations available* <i>(remaining time post Q-Focus/QFT)</i> <p><i>Depending on the participants in the session, a decision will be made to show the videos in ‘break-out’ sessions; the participants can then re-group to have a forum discussion about what they learned and/or, to follow up further questions.</i></p> <p>LINKS: Constitution Centre*</p> <p>https://constitutioncenter.org/learn/hall-pass/the-bill-of-rights</p> <p>https://constitutioncenter.org/learn/hall-pass/the-bill-of-rights-with-justice-neil-gorsuch</p>			
<p>Next Steps (i.e. how student questions will be used after the QFT): <i>Share your tentative plans for using student questions to drive subsequent learning</i></p> <p><i>Participants will be asked what ‘model’ they would like to adopt, in terms of: recording, tracking and following-up any unanswered questions; final decision for question management will be via ‘consensus’ model.</i></p>			

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.*



Image of page one of the Bill of Rights, 1789



Image of page two of the Bill of Rights, 1789



Image of page three of the Bill of Rights, 1789



A bill of rights as provided in the ten original amendments to the constitution of the United States in force. December 1791

LINK: <https://blogs.loc.gov/teachers/2020/01/teaching-civic-ideals-using-primary-sources-the-origin-and-evolution-of-the-bill-of-rights/>

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.*

The Q-Focus will comprise the 'coloured' Bill of Rights image (dated: 1950) that follows the 'original' monochrome parchments (left); 'coloured' Bill of Rights - <https://www.loc.gov/resource/rbpe.24404400/>

The monochrome Bill of Rights will be noted as 'original' documents and viewed digitally (for reference), only.

The coloured Bill of Rights image can also be viewed digitally (Q-Focus), enabling participants to ask questions about the respective ten (10) articles, contained therein; they were selected in order to stimulate the participants to ask questions and explore further.

Tailoring Instructions: *Share any adaptations or tailoring to the standard QFT process that you are planning.*

1. **Categorization Instructions:** *See: QFT Facilitator Worksheet*
2. **Prioritization Instructions:** *See: QFT Facilitator Worksheet*
3. **Reflection Questions:** *See: QFT Facilitator Worksheet*
4. **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](#), please consider adding and sharing some of the information below in addition to your plan above:

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?

QFT Facilitator Worksheet (RQI Modified)

Facilitator - 'Method of Engagement'

Please follow the instructions outlined below to maintain the QFT integrity and spirit (RQI process).

1. Monitor participant adherence to the process
2. Do not give examples
3. Do not get pulled into group discussion
4. Acknowledge ALL contributions equally (use neutral/respectful language: say "thank-you" to each participant; avoid value-laden responses: "good question", "interesting....").

Time: 50-60 min session (may need to revisit in 2nd session)

Participants: work in small groups (3-4 participants) to respond to Q-Focus

Materials

- **Participant Worksheets**
- **Laptops / Projector**

Step 1 – Instruct the class re 'Asking Questions Method' [15min; including Step 2: Q-Focus]

Refer Participants: 'Asking Questions Method' Worksheet

1. "Ask as many questions as you can"
2. "Do not stop to discuss, judge or answer questions"
3. "Write down every question exactly as it first comes to mind"
4. "Change any statement into a question"

Step 2 – Students 'Ask Questions'

1. Use **Q-Focus Prompt(s)** [Photos etc]; participants undertake Step 1

Step 3 – 'Improve Your Questions' [10 min]

Refer Participants: 'Improve Your Questions' Worksheet

1. Instruct participants to "Go through your list of questions..."
2. "Identify whether your questions are Closed- or Open- Ended..."
3. "Place a "C" next to the closed-questions; an "O" next to open-questions..."
4. "Go through your list of questions again..."
5. "Go through your list of questions again: change one question from your list from closed to open and one from open to closed; add them as new numbered questions to your list."

Step 4 – Strategize: 'Prioritize + Categorize Questions' [10-15min]

Refer Participants: 'Prioritize + Categorize Your Questions' Worksheet

1. Look at your list and choose three questions that you are most curious about
2. Place a star next to the ones you choose (use gold stick on stamps supplied)
3. Use "T-Chart = Information-Task" Worksheet to help you work through your list of questions: on the left side (under Information=What do you need to know?) list your top 3 priority questions; on the right side (under Tasks=What do you need to do?) list what you need to do (actions) to pursue each of your top three priority questions to find solutions

Step 5 – Reflection (QFT Process) + Class Mind-Map Wrap-Up [10 min]

1. At the end of the session participants reflect on the above activities [whole session forum]
2. Ask participants: "What did you learn from today's activity? How did you learn from today's activity?"
3. Record participant insights on a large poster 'mind-map' [retain – review again].