

QFT-Primary Source Lesson Plan

LESSON OVERVIEW			
Name: Mariela Marrero	Grade: 10th	Subject: AP Capstone Seminar	Location: Miami, FL
<p>Context & Purpose: This is Unit 1: Close Reading and Team Building. It introduces theme and various other terms that are integral to the AP Seminar course. These items include lenses, perspectives, topic, research, and literature review. The focus of this unit is on developing close reading strategies and collaborative teamwork. For close reading strategies, this skill is not singular to print based sources, but also is crucial to “reading” non-print sources like paintings, cartoons, videos, and any other media form.</p> <p><i>Instructional overview will focus on the following:</i></p> <ul style="list-style-type: none"> • Reading critically or analyzing closely to identify the main idea, tone, assumptions, context, perspective, line of reasoning and evidence used. • Using active reading strategies and visual cues to preview and prioritize arguments, media and text through skimming, scanning, rereading, breaking down images and questioning. • Working collaboratively to foster a constructive team climate, resolving conflicts, and facilitating the contributions of all team members to address complex, open-ended problems/questions. <p><i>Learning Objectives:</i></p> <ul style="list-style-type: none"> • LO 1.1B: Posing questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives. • LO 1.2A: Retrieving, questioning, organizing, and using prior knowledge about a topic. • LO 4.4A: Extending an idea, question, process, or product to innovate or create new understandings. <p><i>*Instructional Overview and Learning Objectives are provided through the AP Seminar Curriculum Framework.</i></p>			
<p>Lesson Procedure:</p> <ol style="list-style-type: none"> 1. The theme of the unit which will simulate Performance Task 1 of the course which asks students to collaboratively synthesize and evaluate individual findings and perspectives to create a collective understanding of different approaches to a problem or issue; considering the potential solutions or resolutions and conducting additional research in order to evaluate different solutions within the context of the problem; and proposing one or more solutions or resolutions and preparing an argument to support their proposal. The issue or theme will be teacher assigned since it is a mock of the actual assignment they will be completing on their own. The theme of the unit is sleep. The following sources/materials will be provided to students: <ul style="list-style-type: none"> "Let There Be Dark" "5 Tricks for the Best Nap Ever" "Snoozers Are, In Fact, Losers" "The Power of Sleep" "Searching for a Good Night's Sleep: What Mental Health Counselors Can Do About the Epidemic of Poor Sleep" <p>Table 1 of Hafner, Stepanek, Taylor, Troxel and van Stolk study: “Why sleep matters-the economic costs of insufficient sleep:A cross country comparative analysis.</p>			
 <p><i>Figure 1 Le Sommeil by Dali</i></p>			
 <p><i>Figure 2 https://www.loc.gov/item/97515567/</i></p>			

After students have closely read and annotated the first three sources, they will be introduced to the QFT strategy and review the rules. They will focus on Figure 2 to introduce them to the idea of visual arguments. Students will complete QFT in small groups, I will also show the photo again with the caption that is missing: “[Wall St., N.Y., 2 A.M. in broker's office: Clerks sleeping in office due to excessive work caused by heavy stock business]

2. After, students will categorize questions, prioritize questions, and reflect on questions and how it helps clarify topic or theme and how it may help them with their own research on sleep (based on individual lenses).
3. OPTIC Graphic organizer will be used to further analyze photo. [OPTIC Graphic Organizer](#)
4. Students then will complete QFT with Le Sommeil painting. They may also choose to use other photos from LOC to support their lens or perspective.
5. Students will have to use at least four of the sources provided by the teacher and an additional minimum of 2 more to write their 1200 word literature review.

Next Steps (i.e. how student questions will be used after the QFT):

- Students in groups of 3-4 will come up with their group research question and start research on their lens. Question will change according to research process and progress.
- Students will later use findings from individual literature reviews to come up with an argument question and solution to group argument question.
- Students will use Packback to help them develop more specific, researchable questions. <https://questions.packback.co/login>

Question Focus:

Students examined the following photo:

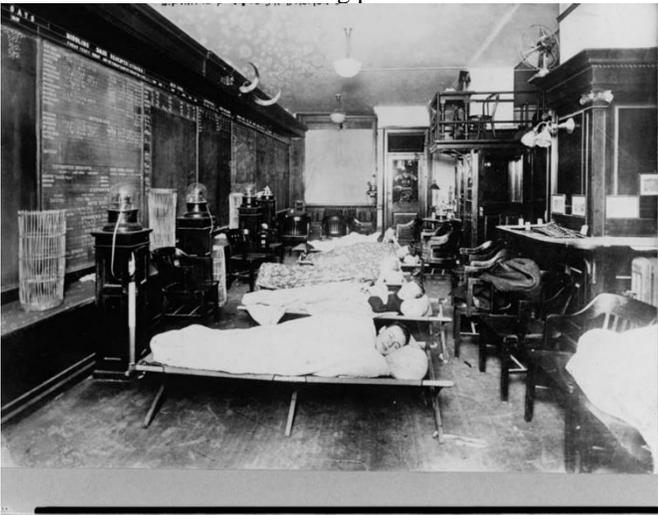


Figure 1

LINK: <https://www.loc.gov/item/97515567/>

Reflect on your QFocus: (I chose these photos because they all could be used to show how sleep affects people and different sectors of society).

Figure 1

- Where are these boys sleeping?
- What is written on the chalkboards?
- Why aren't they at home?
- Is this a place of work?
- Are they taking a siesta?
- Is this the United States and did Americans enjoy naps at work?
- Did naps help productivity?
- What are the black structures in the photo?

Figure 2:

- Why is this man sleeping on a cement block?
- Does his race affect where he sleeps?
- How does the white man in foreground react to this man's sleep?
- Is sleeping a sign of laziness?
- Is sleeping on the job un-American?
- When a man rests-does his race or ethnicity matter?
- What are the stereotypes associated with resting?

Figure 3:

- Why is the man sleeping underneath the wheel of a semi-truck?
- Is he homeless?

Figure 4:

- Why isn't the child sleeping?
- Is the child at a school?
- Why is no one watching her?

Additional photos that can also work:

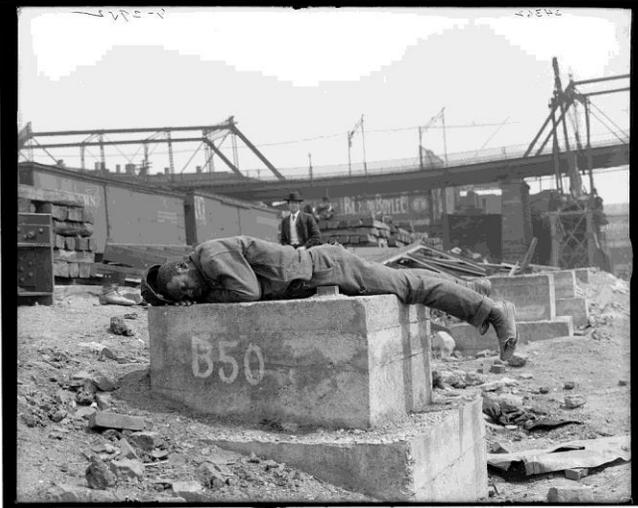


Figure 2

Link: <https://www.loc.gov/item/2016795474/>



Figure 3

Link: <https://lcn.loc.gov/2017748160>

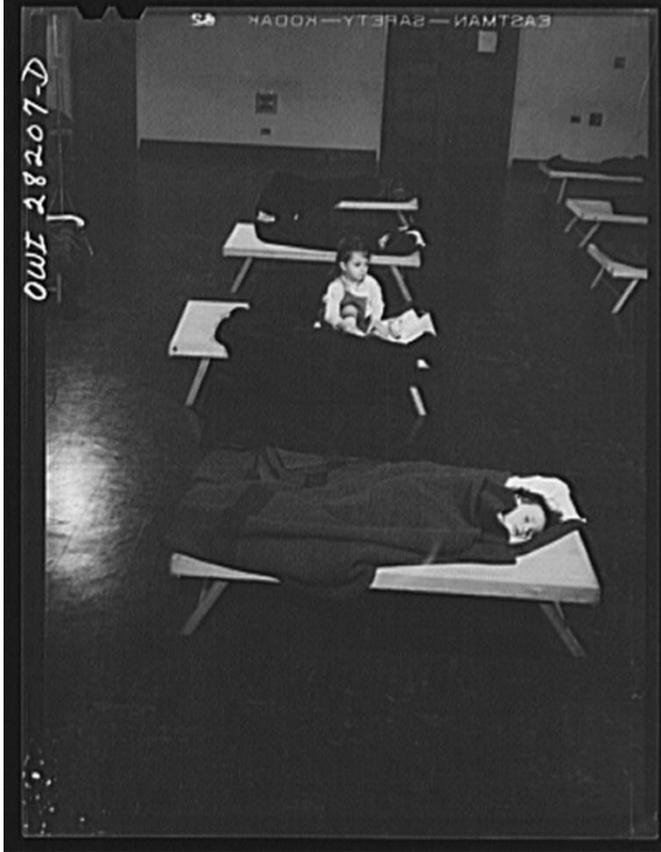


Figure 4

Link: <https://lccn.loc.gov/2017854066>

Tailoring Instructions:

- **Categorization Instructions:** Students will categorize questions and review how open-ended and close questions differ.

While my students will primarily work with open-ended questions, the key idea to categorization is helping them understand, that in this course questions are fluid-they may need to change to suit the research found.
- **Prioritization Instructions:** Students in groups will identify the three questions that they found most important. I would ask them to prioritize the questions in terms of research. I would ask them to start researching the three questions they chose and then to see if these are researchable and how they will have to fine-tune these to meet the lenses, perspectives, and focus of their group question. They will have to revise question through the research process.
- **Reflection Questions:** Students will be asked to use priority questions to see how these can be applied to guide their research.
- **Other:** Use Packback to help students create more specific, researchable questions. <https://questions.packback.co/login>