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: KERRY STACK** | **Grade: 9-12** | **Subject: Culinary Arts** | **Location: Minden, NV** |
| **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 proposed lesson is to be delivered during the second week of school for level I culinary arts students. They begin with a unit on the History of Culinary Arts and the Hospitality Industry. Students will then examine Mise en place, its meaning, the procedure, its importance to success in a kitchen and in life.* | | | |
| **Lesson Procedure:** *Share the sequence of learning activities before, during, and after the QFT*   1. Students will watch a quick video clip of a cook that is not practicing mise en place. They will write down things they recognize as incorrect. They will compare the list in small groups and then share out with the class. 2. Students will read and annotate a short article on mise en place. 3. Students will complete a digital lesson (hyperdoc) with activities related to mise en place. 4. Students will take notes in a digital notebook from a Google Slides presentation. 5. Students will be shown the Qfocus image, and begin to formulate questions about the image in small groups (complete the QFT). 6. Students will complete a lab that will require them to use what they have learned about mise en place and produce a product chosen by the instructor. Labs are always followed by a reflection or critique. | | | |
| **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 generated their questions and gone through the QFT protocol, students will then generate questions about mise en place that can be used as an assessment.** * **We will discuss the questions as a whole group.** * **Questions generated will include both open and closed-ended questions for an assessment.** | | | |
| **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/resource/fsa.8d20188/# | | **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.*  This QFocus image gives students time to understand that mise en place has been around for a very long time and that they will be successful if they utilize the steps when planning to cook or bake. It doesn’t matter whether or not it is at a job or at home, this method will save them time and energy. We will be able to see (during the lab) those that are successful and those who are not. This is a skill that is practiced over and over. | |
| **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: Because my students are not familiar with QFT, I openly discussed the rules to the process.** * **Reflection Questions: Students will complete a reflection/critique of how the lab went, their performance, the outcome and explain their strengths and challenges as it pertains to mise en place.** * **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?** |