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: Shuli Lamden** | **Grade**: Dev Ed (adult secondary) | **Subject:** English--writing | **Location:**Santa Fe Community College, Santa Fe, NM |
| **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.*  This lesson will introduce our unit on folklife and folklore, in which the main project is that students “collect a story” or oral history from an elder in their family or community. After this exploratory QFT, we will read some examples of folktales and oral histories; then students conduct their interviews and write up what they have heard from the elder. Students revise their papers by adding or expanding on a “frame story” introducing the elder and showing the scene of the conversation as well as fleshing out responses to peer readers’ questions--which sometimes involves returning to the elder and asking for elaboration in a second conversation. The overall purpose of the lesson is for students to develop affective and cognitive connections to individual, family, and cultural reasons and purposes for writing--to document and keep our stories/info/learning alive for future generations. Within this context, students also work through steps in the writing process--focusing revision on organization and framing of central ideas and information in a personal narrative. | | | |
| **Lesson Procedure:** *Share the sequence of learning activities before, during, and after the QFT*  *I plan to use the QFT as part of an earlier unit, which is writing a personal narrative based on individual memory. Thus, students will have been introduced to the process in a whole class lesson at least once before this lesson.*   1. We will review the QFT steps/rules using a poster I’ve created that will be displayed in the classroom. I will project the Q-focus photograph (women plastering a house) with guiding caption #1: “Knowledge Gained in Real Life—Folklife & Folklore.” 2. Each small group will also have a copy of the image at their table. In small groups, students will begin the QFT protocol, recording their questions using markers on big paper. Partway through the generation of questions (maybe after about 7-8 minutes?), I will add a second-layer caption on the Q-focus photo: “Spanish-American women replastering an adobe house. This is done once a year. Chamisal, New Mexico, 1940.” 3. For about another 5-7 minutes, each group will generate more questions based on both layers of captions. 4. **Categorization:** I will elicit student input on the difference between close-ended and open-ended questions as well as the advantages and disadvantages of each. Then students will categorize questions as closed-ended or open-ended and practice transforming each type of question to the other. 5. **Instructions for prioritization**: **Each group will prioritize three questions that could best help them learn about their own families, cultures, and communities’ lives.** Groups will write and display their priority questions on big paper. 6. We will take some time (about 15 minutes) for a gallery walk—students will walk around the classroom, reading all the group posters and placing check marks next to any questions that interest them. Students may also want to take photographs of the posters to review at home should they wish to use any class-generated questions when they meet with their elders to collect stories. 7. **Reflection: Students will freewrite for 10 minutes responding to the following two questions:**   \*What do you understand differently now about asking questions?  \*How can you use what you learned about asking 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*.  \*Students may use any class-generated questions when they meet with their elders to collect stories. (The circumstances of each meeting may be more important in story collection than the QFT.)  \*After students have written up their interviews and revised their papers, we will have a class session in which  we’ll review and attempt to answer any unanswered priority questions. At the end of this discussion, I’ll ask, “What do you understand differently now about folklife and folklore?” I will assign students (in small groups) to create their own definitions of folklife and folklore, and then we’ll compare their definitions to formal dictionary definitions and/or researched explanations. | | | |
| **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.*  *A picture containing text, old, vintage  Description automatically generated*  QFocus Layer 1 Caption: Knowledge Gained in Real Life—Folklife & Folklore.”  QFocus Layer 2 Caption: “Spanish-American women replastering an adobe house. This is done once a year. Chamisal, New Mexico, 1940.”  **LINK:** <https://www.loc.gov/resource/fsa.8b25680/> | | **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 an image from Northern New Mexico (where I teach) that shows how still-familiar building techniques were practiced 80 years ago.  The Q-focus and QFT expand my existing story-collecting assignment into a bigger context, thinking about how our own lives are tied to family, culture, & community history AND how our own lives are becoming part of the fabric of the future. Many students already leap at the opportunity to connect their own families to a school project; I hope that the shift in context will encourage those who may be more hesitant in tackling the assignment. | |
| **Tailoring Instructions:** *Share any adaptations or tailoring to the standard QFT process or categorization, prioritization, or reflection instructions that you are planning.*   * **Categorization Instructions:** After step #4 above, I might ask students to categorize their questions as follows: P=best answered by asking a person VS T=best answered by reading a text. I want students to see how some knowledge is more habitually or traditionally shared orally rather than through reading/writing. I’m not sure we’ll have time for this step, but it could be performed as homework or as part of our unit’s concluding discussion and reflection session.      * **Prioritization Instructions:** I’ve added the gallery walk activity so that before they collect their stories from elders, students can benefit from both the small-group prioritizations and ALSO reflect on and record their own individual priority questions. * **Reflection Questions:** My students frequently do metacognitive freewriting about their reading, writing, and learning processes, so I plan to use that familiar format here as well. I’ve chosen the RQI’s suggested questions about questioning itself. * **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?** |