

QFT-Primary Source Lesson Plan

LESSON OVERVIEW			
Name: Noelle Avakian	Grade: 7	Subject: social studies	Location: CT
<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> <i>This lesson will be part of a beginning of the year introductory launch unit.</i> <i>The C3 standards are</i> C3 standards D2.Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics. D2.Geo.3.6-8. Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics</p>			
<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. Q Focus Why do you think cities/locations on these local maps have grown while others have not? http://magic.lib.uconn.edu/otl/dualcontrol_aerialchange.html 2. Defining and categorizing open and closed questions 3. Teacher model of searching, selecting, analyzing source and writing a claim and evidence Comparing new maps of Hartford and Manchester https://www.loc.gov/item/2018593481/ and https://www.loc.gov/resource/g3744m.ct005612/?r=-1.108,-0.078,3.215,1.203,0 4. Student research in Library of Congress find two more maps that show a factor that promotes city growth 5. write a claim statement and evidence statement for each 6. Apply/Take informed action-students will prepare a proposal for a vacant lot or converting a currently used property (ie shopping mall) of a new use of the land to promote growth in their local community 			
<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> <ul style="list-style-type: none"> • Student Reflections <ul style="list-style-type: none"> • What do you understand differently now about why some cities/locations grow faster than others? • What's a new question you're taking away from today? • Teacher Reflections <ul style="list-style-type: none"> • How can I connect student outcomes to future lessons? • What skills used during this lesson require future reinforcement and practice? 			

<p>Question Focus: <i>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.</i> http://magic.lib.uconn.edu/otl/dualcontrol_aerialchange.html</p> <p>LINK:</p>	<p>Reflect on your QFocus: <i>You might consider why you chose this image, alternative QFocus options, earlier QFocus drafts or process you went through to develop it, etc.</i> <i>I chose these images because it exposes the students to an excellent resource that they will hopefully add to their toolkit and use as we expand on the idea of why people live where they live throughout the year in our curriculum. I also wanted to tap into making the content relevant to where they live today and plant a seed of yearlong reflecting how our curriculum content of the eastern hemisphere is connected to them.</i></p>
<p>Tailoring Instructions: <i>Share any adaptations or tailoring to the standard QFT process or categorization, prioritization, or reflection instructions that you are planning.</i></p> <ul style="list-style-type: none"> ● Categorization Instructions: <p>Change any closed questions to open-ended questions.</p> ● Prioritization Instructions: <ul style="list-style-type: none"> ● Choose 3 questions that you feel help us learn about why cities grow? ● Reflection Questions: <ul style="list-style-type: none"> ● What do you understand differently now about why some cities/locations grow faster than others? ● What's a new question you're taking away from today? ● 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?