

QFT-Primary Source Lesson Plan Template*

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

LESSON OVERVIEW			
Name: Erin T	Grade: 7 or 8	Subject: World History	Location: New Orleans, LA
<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>This lesson will follow a review on distinguishing between primary and secondary sources as well as a discussion on the value of both types of sources. Next students will complete the QFT-primary source lesson in order to meet the standard 7.1.5 Analyze primary and secondary sources to answer questions related to United States history. As this lesson is occurring at the start of the school year, students will not necessarily know or understand the historical context of the source but the goal is to practice the steps in analyzing a source rather than glean its historical facts. Additionally, the questions students generate will be used to help them understand the steps in completing research and practicing research techniques.</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. Students will view the source on the smartboard for 90-seconds then also view a printed version at their seats, individually without discussion. 2. Next, students will work in groups of 4 or 5 to complete the QFT process. While they'll have already been introduced to the process, this will be their first attempt at it so I will remind them of the process (and post it to the board) before they break into their groups. 			
<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"> • Students will partner up and select two questions from their team's list that they are most interested or curious about. They'll then use one question to map out a process for researching their question. What sources would they turn to? How do they know a reliable source from a more questionable source of information? What search terms would they use? How would they organize the information they find? How will they cite their sources? How will they know when they've concluded their research? • Students will share out their proposed research process to their original team of 4-5 students to compare/share their process. 			
<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></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></p> <p>I chose this image specifically for my students, who are aged 12-14 at an all-girls school in New Orleans. My belief is there will be high interest in this particular source given it's from their city and the messaging discusses kids about their age.</p>	

NEW ORLEANS CONDITIONS

THESE HIGH STANDARDS PAY

The youngest boys in a New Orleans cotton mill. None under 14 years of age. The owner is opposed to child labor

Factories maintain the legal age

Child Labor Law no hardship

Department stores really observe 14 year age limit

LINK: <https://www.loc.gov/resource/nclc.04933/>

Tailoring Instructions: Share any adaptations or tailoring to the standard QFT process or categorization, prioritization, or reflection instructions that you are planning.

- **Prioritization Instructions:** If you were to conduct a research project, what two questions from your list might you want to research an answer to? Now, choose one to outline how you would go about answering this question. If that question proves to be too challenging (too broad, too specific) you may switch to your other choice.
- **Reflection Questions:** What did you enjoy about the QFT process? What did you learn from the questions of your teammates? When you complete this process in the future, what would you change about your participation? Has this process improved your confidence in asking questions?

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?