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:** Valerie Jopeck | **Grade:** 4 | **Subject:** Library & Science | **Location:** Falls Church, VA |
| **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 be at the beginning of an inquiry unit on the Solar System. The unit looks at Science content and addresses International Baccalaureate (IB) PYP Unit needs. My objective for this lesson is to invite inquiry, activate background knowledge, and strengthen collaborative small group student dynamics. | | | |
| **Lesson Procedure:** *Share the sequence of learning activities before, during, and after the QFT*   1. Teacher will review QFT “rules” using learner-friendly language in whole group. This will be a review, as students are familiar with the process. 2. Students will move into small groups, where they will work together to craft their questions for the first primary source (LOC). 3. Each group will be invited to label questions as Open/Closed and to change one of each to the other type of question. 4. Students will be given additional time to ask more questions about this source. 5. Students will be shown the second primary source (NASA), given several moments to examine it, and then invited to ask questions with their small group about the new source or both sources compared. 6. Students will be invited to label the remaining questions as Open/Closed. 7. Students (within the small groups) will be invited to “Choose three questions we \*could\* research to learn more about the Solar System.” 8. Each student will complete an Exit Ticket responding to three questions: A) What did you notice about your group’s process? B) What did you learn from someone else’s question? B) What is one new question **you** are taking from today? | | | |
| **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*  *In upcoming classes:*   * Students will use their priority questions to propel their inquiry into the Solar System. They may research as the small group, pairs, or individually. * Students will use our library’s print and digital resources, as well as external vetted resources (e.g., Smithsonian, NASA, Planetarium visit) to support answering their questions. * Students will be encouraged to continue asking sub-questions as they research to tease out information on their topic. * Students will present their learning to the class. | | | |
| **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.*  Primary Source 1: CAPTION = A Map of the Solar System created 175 years ago.Diagram, schematic  Description automatically generated  Primary Source 2: CAPTION = A map of the Solar System created today.  [Overview | Our Solar System – NASA Solar System Exploration](https://solarsystem.nasa.gov/solar-system/our-solar-system/overview/) (This is a live link to the objects within the solar system, current orbit, etc.). It may be zoomed into so that labels are clearer.  **LINK:** Source 1: [A plan or map of the Solar System projected for schools & academies | Library of Congress (loc.gov)](https://www.loc.gov/resource/g3180.ct003790/?r=-0.647,-0.059,2.294,1.127,0)  Source 2: [Overview | Our Solar System – NASA Solar System Exploration](https://solarsystem.nasa.gov/solar-system/our-solar-system/overview/) | | **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 tested a number of representations of the Solar System and felt that earlier choices might confuse elementary learners. This first source is straight-forward but also has enough elements that differ from current knowledge to provoke deeper interest, even from my “space geek” learners. My teaching team and I feel that it will prompt questions about how kids learned in the 1800s as well, which is fine with us.  For my final version, I chose to add a current map, and the constantly updating schematic from NASA made the most sense. It is highly interactive, likely to prompt excitement from the students. It will also direct them into current scientific understanding. | |
| **Tailoring Instructions:** *Share any adaptations or tailoring to the standard QFT process that you are planning.*   * **Categorization Instructions:**  1. In small groups, label Open/Closed 2. Change one Open to Closed and One Closed to Open 3. Ask additional questions, add the second source, ask questions, label remaining questions O/C  * **Prioritization Instructions:** Choose three questions we could research to learn more about the Solar System (small group) * **Reflection Questions:** As individuals, respond to three prompts: 1) What did you notice about your group’s process? 2) What did you learn from someone else’s question? 3) What is one new question ***you*** are taking 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](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:**  OUR SCHOOL YEAR BEGINS AT THE END OF AUGUST AND THIS IS AN OCTOBER LESSON. |
| **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?** |