

QFT-Primary Source Lesson Plan Template*

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

LESSON OVERVIEW			
Name: Amy Robbins	Grade: 6	Subject: Science	Location: New Hampshire
<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>6th Grade Science- Science Journals</p> <p>Students will be introduced to Science Journals and will be able to see and discuss the various ways Science journals can be used.</p> <p>The QFT process will be used at the beginning of the lesson, and at the beginning of the course.</p> <p>*An additional learning objective will be the process of asking questions.</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 have a 4 day week at the beginning of the school year. My plan is to use this week for ice breaker activities and to establish norms within the classroom. 2. We will have a day dedicated to discussing and establishing norms and expectations for our Science Journals. The Alexander Graham Bell papers will be used as the primary course and will be the source that students will ask questions about. 3. After the QFT process occurs students will highlight 3-4 questions that will tell us more about what our journals will look like. 			
<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"> • Expectations for journals will be developed from the answers to the student's highlighted questions. It is my goal to be able to have questions that show students that the expectations are for us as a class, not just told by the teacher. 			
<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>Alexander Graham Bell's journal pages- students will have a title so they know where the journals are from.</p> <p>LINK: https://www.loc.gov/resource/magbell.00500220/?sp=1 https://www.loc.gov/resource/magbell.07900213/?sp=1 </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 would like to use specific pages from the journal that helps students realize that information is not going to be perfect as it goes into the journal, but that it could be important information to learning.</p> <p>Students will hopefully see how someone that they all know, used journals to document important information that they needed to record (just as students will be asked to use their journals).</p> <p>The process will also help students to understand there might not be a "correct" answer for the information that goes into their journals, and that in Science, the journals are not strictly for writing.</p>	

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

- **Categorization Instructions:** Label questions as close-ended or open-ended, discuss advantages and disadvantages, and then change one open-ended to closed and one close-ended question to open.
- **Prioritization Instructions:** Choose 3 questions that you feel help us learn about our own observation journals.
- **Reflection Questions:** What do you understand differently now about Science Journals?
- **Other:** How do you feel about asking questions? *This could be a different question about the QFT process later in the year once students have used the process a number of times.

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?