QFT-Primary Source Lesson Plan Template\*

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

|  |  |  |  |
| --- | --- | --- | --- |
| **LESSON OVERVIEW** | | | |
| **Name: Trudy Delhey** | **Grade: 9-12** | **Subject: Social Studies** | **Location:** **Georgia** |
| **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 serve as a “hook” for the unit and will be the first lesson of the unit. The purpose behind this lesson is to assess what students know on the topic and to connect their questions to future learning. The lesson will also develop information processing skills (identify and use primary and secondary sources and formulate appropriate research questions) and literacy skills (determine the central ideas or information of a primary or secondary source).  SSSUSS5 Analyze race, ethnicity, and class in sports.   1. Describe historical racial segregation and integration in high school, college, and professional sports. 2. Describe the impact an athlete’s race, ethnicity, and/or social class has on the sports they play.   e. Describe the groundbreaking contributions to sports and society made by various minority athletes. | | | |
| **Lesson Procedure:** *Share the sequence of learning activities before, during, and after the QFT*   1. Students will be introduced to the QFT protocol. 2. In small groups, students will experience the QFT with the QFocus described below. Students will record their questions on chart paper or on a google doc for future reference. 3. Students will reflect on what they learned and make connections to current issues in sports around race, ethnicity, and social class. 4. Students will build their background knowledge by reading the short article linked below.   [Baseball Across a Changing Nation | Classroom Materials at the Library of Congress | Library of Congress (loc.gov)](https://www.loc.gov/classroom-materials/baseball-across-a-changing-nation/#background) | | | |
| **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’ questions will be used to spark class discussions, as a formative assessment of student knowledge of the topic, and to examine additional primary sources that will be used later in the unit. * Students’ questions will be posted on classroom walls (or google doc) to reference throughout the unit | | | |
| **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.*      [Chinese baseball team, Honolulu - digital file from original neg. | Library of Congress (loc.gov)](https://www.loc.gov/resource/ggbain.08356/)  [*First colored world series, opening game Oct. 11, 1924, Kansas City, Mo. / photo by J.E. Mille[r], K.C. - digital file from original | Library of Congress (loc.gov)*](https://www.loc.gov/resource/ppmsca.18576/)  **LINK:** | | **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 included the image below as an alternative that might be used after the QFT to further illustrate the role of social class in sports. Also, I included the background reading to follow the QFT process to build understanding of the historical impact of sports on society. This background will help students brainstorm how current issues in sports and society have precedence in history.  [01159\_150px.jpg (150×107) (loc.gov)](https://tile.loc.gov/storage-services/service/pnp/nclc/01100/01159_150px.jpg) | |
|  | |  | |
| **Tailoring Instructions:** *Share any adaptations or tailoring to the standard QFT process or categorization, prioritization, or reflection instructions that you are planning.*   * **Categorization Instructions:** The QFT protocol will be followed (categorize questions as open or closed, discuss the advantages and disadvantages to the two types of questions, and turn one closed question into an open question and turn one open ended question into a closed question). * **Prioritization Instructions:** Choose 3 questions that you feel help us learn about race, ethnicity, and class in sports. * **Reflection Questions:** Process: What did you notice about your group’ process? Content: What’s a new question you’re taking away from today? * **Other:** Depending on the level of student engagement, an additional prioritization question could be to choose 3 questions you’d like to discuss further. | | | |

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:

|  |
| --- |
| **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?** |