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:**  **Sharon Sherman** | **Grade: K-2** | **Subject: Social Studies - Civics** | **Location: New Jersey USA** |
| **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 QFT lesson plan will use an image of Uncle Sam as a Pied Piper and young children following him holding gardening tools as a hook to engage students in the study of how they can help when unexpected events happen. This lesson begins a unit on community helpers, which is commonly found in the early childhood social studies curriculum. At the beginning of the lesson, students will study a QFocus primary source as they are introduced to the idea of children acting as community helpers.  We will begin the lesson sequence by looking at a poster depicting children helping in the World War I effort with Victory Gardens.  Here is the link to the poster:  <https://www.loc.gov/pictures/item/95506493/> It depicts Uncle Sam as a Pied Piper and young children following him with gardening tools.  It was a war propaganda poster drawn by Maginel Wright Enright, the sister of Frank Lloyd Wright. The poster was created to stimulate interest in creating war gardens among the nation’s school children in order to increase food supply during World War I. Interior Secretary Frederick Lane wrote, “I think it is a beautiful piece of work . . . I am sure a great many children will find their hearts stirred by the picture, and no older person can look at it without a thrill of loyalty and desire to do his part.”  One goal of the lesson is to connect children’s literature with primary sources. My colleague, Trevor Buser, and I wrote a children's book using the Book Creator app.  You can find it here: <https://read.bookcreator.com/bHNMnonE5ietkdYIm48OiBVYDLH2/I8lJxbmcSBSr3IhEsCjynA> (Our book is called “How Can I Help?” written by Trevor Buser and Sharon Sherman and illustrated by Sharon Sherman (2020). “How Can I Help?” is a story about two frogs, Finley and Mommy Frog, who deal with a disruption to their habitat. Finley discovers ways to help Mommy as the two frogs do their best to find their new normal.    Here are the objectives of the lesson sequence:  Students will be introduced to a poster depicting children helping with the World War I effort as they increase the food supply in the nation. <https://www.loc.gov/pictures/item/95506493/>  Students will use QFT to brainstorm and prioritize their questions.  Students will read a story and retell it in their own words. If they cannot read, they can listen to the story using the ‘read-to-me’ feature built into the e-book.  Students will discuss the ways in which Finley Frog helped Mommy Frog when their habitat was disrupted.  Students may discover parallels between the disruption in their habitat caused by an unexpected event, the disruption caused by food shortages during a time that happened long ago, and the disruption caused by the global pandemic.  Students will reflect on the lesson sequence by creating their own primary source for study by future generations of children. | | | |
| **Lesson Procedure:** *Share the sequence of learning activities before, during, and after the QFT*   1. Day 1: Students will view a QFocus in two parts: image and then caption. They will observe the image for two minutes and then produce questions. Since many of the children are young and cannot write, the teacher will provide a way for them to record their questions using technology available in the classroom such as iPads, computers, apps, etc. The teacher will then read the caption and give them two additional minutes to write or record their questions. First, they will identify five questions that they think are most important to them. After a second round of prioritization, they will select three priority questions they believe are most important. If this isn’t easy for these young children to do, they might find patterns in the questions and then select the three that are most important to them. If they still need more help, the teacher can say, “Which questions are you most curious about?” “Which are best for helping us learn about the topic?” Source: The Right Question Institute (RQI). The Question Formulation Technique (QFT) was created by RQI. 2. Day 2: Students will reflect on their priority questions and brainstorm ways they can find answers. They are young an may not have the skill to search for their own answers. Therefore, the teacher will introduce a book written in 2020, which is about children acting as helpers at a time when unexpected things happened. This book may provide a more concrete example of helping behavior. 3. Day 3: Students will read or listen to, “How Can I Help?” by Trevor Buser and Sharon Sherman. They will discuss the ways in which Finley Frog helped Mommy Frog when their habitat was disrupted by an unexpected event. Students may discover, on their own, parallels between the disruption in their habitat, the disruption of food supply that happened many years ago, and the disruption caused by the 2020-2021 global pandemic. The teacher will use inquiry to guide their learning. She will start with their priority questions and explore them, one by one, with the whole class. She can ask, “What did you learn?” “How did you learn it?” “What did you learn about asking questions?” “What did you learn about answering questions?” “What new questions do you have?” Source: The Right Question Institute (RQI). The Question Formulation Technique (QFT) was created by RQI. 4. Day 4 – end of lesson sequence: In Day 3, the teacher used guiding questions to help students make connections between the image/caption in the QFocus poster and the e- book. For their final project they will create their own primary source that can be preserved for future study by children living in the years to come. They will use this to answer their priority questions. Some ideas for the final project are to retell the story, tell their own story, make a drawing, create a podcast, make their own poster. Students will also have the option of creating primary sources that are not on this list. | | | |
| **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*   * Student questions can be used to learn new vocabulary, ask questions about the helpers in their community, answer questions about community helpers, and become more aware of the people in their community. * Students can ask questions about the essential workers who help us all during a pandemic, including those in health care, first responders, teachers, grocery store workers, parents, caregivers, and many others. Some essential workers can be invited as guests to class so the students can meet them and asks questions. | | | |
| **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.*    **LINK:** <https://www.loc.gov/pictures/item/95506493/> | | **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.*  After considering many different images, this one was selected because it was the best match for the objectives. I am thankful to Ann Canning of the Library of Congress, for this suggestion.  I thought the Q&A stream in the discussion section of the course Canvas site would be useful to others in understanding the process I used:  Good morning, Do you know of any books written for elementary school children that include teaching them to use primary sources? Are there any books for elementary school children that include content derived from primary sources? Thank you! Sharon Sherman  Thanks for asking! There are lots of books that one can use to 'pair' picture books with primary sources.  - Tom Bobar wrote a great introductory article in Knowledge Quest about this here: [https://knowledgequest.aasl.org/pairing-picture-books-and-primary-sources-what-do-you-do-with-a-voice-like-that-the-story-of-extraordinary-congresswoman-barbara-jordan/ (Links to an external site.)](https://knowledgequest.aasl.org/pairing-picture-books-and-primary-sources-what-do-you-do-with-a-voice-like-that-the-story-of-extraordinary-congresswoman-barbara-jordan/).  He also put on a program for the Library of Congress. Here are his slides - scroll down to the bottom of the slide deck for an excellent image of books you can use to pair with primary sources.  One fun thing to do using the QFT is to read the story then introduce  QFT/TPS strategies to generate more questions for researching with the class. Or you can choose an image or other Q-focus to generate questions..then read the book together.  [https://www.loc.gov/static/programs/teachers/professional-development/webinar/documents/2020-06-17\_Pairing-Primary-Sources-and-Picture-Books.pdf (Links to an external site.)](https://www.loc.gov/static/programs/teachers/professional-development/webinar/documents/2020-06-17_Pairing-Primary-Sources-and-Picture-Books.pdf)  Does this answer your question? There are also many books that help teachers teach with primary sources, is that what you're looking for? ...and the Library of Congress has this blog that might jumpstart some ideas: [https://blogs.loc.gov/teachers/2014/12/primary-source-activities-for-the-k-2-classroom/ (Links to an external site.)](https://blogs.loc.gov/teachers/2014/12/primary-source-activities-for-the-k-2-classroom/)  Do let me know if this answers your question. I will add some more titles here shortly.  I just wanted to jumpstart some thoughts!  Connie  The communications continued. I tested two different QFocus ideas with young children, and none of them worked. Finally, Ann Cannell suggested the one I ultimately chose. It was the most appropriate one as it links curriculum, objectives, instruction, and assessment. | |
| **Tailoring Instructions:** *Share any adaptations or tailoring to the standard QFT process that you are planning.*   * **Categorization Instructions:** We can look at questions we can easily answer, questions that are not easy to answer, and questions we probably can’t answer. Since these are young children, we can also have them identify patterns in the questions and categorize them in that way. * **Prioritization Instructions:** After viewing the image and reading the caption, they will identify five questions that they think are most important to them. After a second round of prioritization, they will select three priority questions they believe are most important. If this isn’t easy for these young children to do, they might find patterns in the questions and then select the three that are most important to them. If they still need more help, the teacher can say, “Which questions are you most curious about?” “Which are best for helping us learn about the topic?” Source: The Right Question Institute (RQI). The Question Formulation Technique (QFT) was created by RQI. * **Reflection Questions:** The teacher will use inquiry to guide their learning. She will start with their priority questions and explore them, one by one, with the whole class. She can ask, “What did you learn?” “How did you learn it?” “What did you learn about asking questions?” “What did you learn about answering questions?” “What new questions do you have?” Source: The Right Question Institute (RQI). The Question Formulation Technique (QFT) was created by RQI. * **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:  Who is Uncle Sam?  How did he get his name?  What are the children holding?  Why are they holding gardening tools?  Why are they following Uncle Sam?  What is in Uncle Sam’s mouth?  Why are his clothes red, white, and blue?  How old are the children?  What is in the background of the drawing?  Why is the girl at the end of the line looking in a different direction?  Why is she not wearing sneakers?  Why are the children looking at Uncle Sam? |
| **Student Reflections:**  I was able to try this lesson with three children. They were not together as a group in one location. The five-year old became bored immediately. He asked one question and didn’t want to ask any more. The seven and eight-year-olds were more interested in both the drawing and what it meant. The seven-year old asked questions and read “How Can I Help?” I believe implementation would have been better if we were in person or all together in a zoom room, but that could not be arranged in the summer. |
| **TEACHER REFLECTIONS** |
| **Reflect on your lesson design and how well it achieved your objectives.**  I designed and re-designed the lesson three or four times. Until I found the best primary source, it was very difficult to align curriculum, objectives, instruction, and assessment. I am finally satisfied with the lesson plan, but I’m certain that I will make changes once it is implemented with a class. This is an iterative process, which makes it a fun and interesting challenge. |
| **Which student questions stood out to you? Why?**  The questions about Uncle Sam and the children carrying gardening tools stood out as the most important. They could be precursors to a discussion about the global conflict, food shortages, and disruption to the environment that ended after a period of time. |
| **Overall, what did you learn from this experience? What questions do you now have?**  This is my second experience with QFT. I took the first course in the spring. I enjoy learning, and there was certainly quite a bit to learn during these four weeks. I want to learn more, especially about the LOC resources, and will sign up for the professional development experiences that have been provided. Thank you for another great course!! |