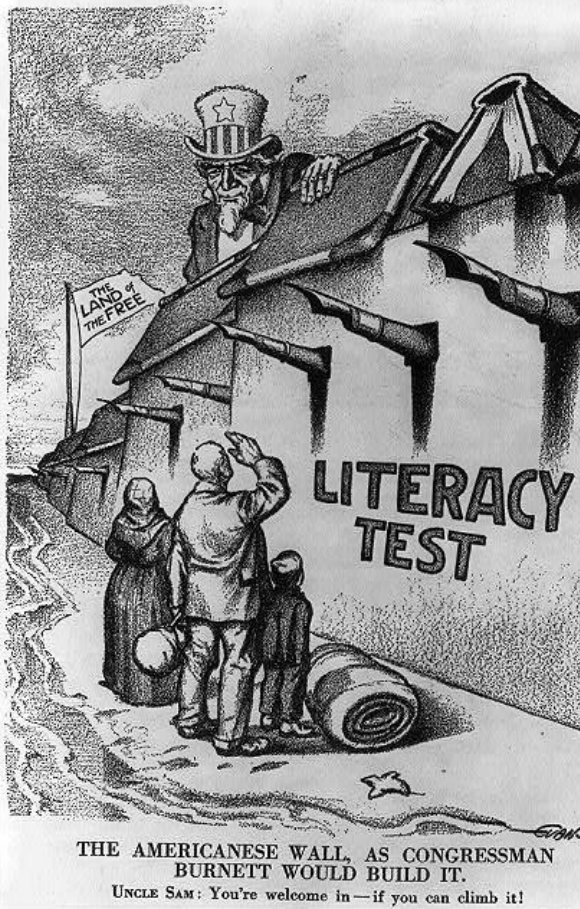


## QFT-Primary Source Lesson Plan

LESSON OVERVIEW			
<b>Name:</b> Shannon Bailey	<b>Grade:</b> 6-8	<b>Subject:</b> Teacher PD on Equity, Diversity, and Inclusion (EDI)	<b>Location:</b> North Chesterfield, VA
<p><b>Context &amp; Purpose:</b> <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 QFT lesson will be at the beginning of a year-long PD (monthly sessions during faculty meetings) for our teachers where we look at the practices in our school and our implicit biases and how they may affect our teaching.</p> <ul style="list-style-type: none"> <li>TW analyze a photo related to equity and develop questions based on the photo (QFocus)</li> <li>TW experience the QFT as a learner to better understand how it works and can then do additional training with me (school librarian) on the process</li> <li>TW research their priority questions in future PD</li> </ul>			
<p><b>Lesson Procedure:</b> <i>Share the sequence of learning activities before, during, and after the QFT</i></p> <ol style="list-style-type: none"> <li>1. Librarian will explain the two-fold nature of the PD: pedagogical tool and starting point for EDI PD. She will also explain the procedures of the QFT.</li> <li>2. Teachers will view a QFocus an</li> <li>3. d develop questions as a group.</li> <li>4. They will analyze the questions for open/closed-endedness and reformulate one question of each style into the other style.</li> <li>5. As a group, they will prioritize three questions that they would like to research.</li> <li>6. Individually, teachers will reflect on <u>two</u> of these questions (so they have some choice and voice in what they're answering):               <ul style="list-style-type: none"> <li>How did you feel about asking questions?</li> <li>What did you learn?</li> <li>How did you learn it?</li> </ul> </li> </ol>			
<p><b>Next Steps (i.e. how student questions will be used after the QFT):</b> <i>Share your tentative plans for using student questions to drive subsequent learning</i></p> <ul style="list-style-type: none"> <li>I hope that the questions teachers produce during the QFT will help guide us in our monthly PD, but also give them a springboard to learn on their own.</li> </ul>			
<p><b>Question Focus:</b> <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><b>Reflect on your QFocus:</b> <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> <ul style="list-style-type: none"> <li>I chose this image because I thought it was very interesting with the pen nibs and books as the roof. I thought it would be intriguing to our teachers as it was created in 1916, but could still be applied today. I also thought it would be a good jumping point to discussions on equity and inclusion, which is the overarching goal of the PD.</li> <li>I did think of using other images, but ended up with this one because I also thought it could be used in 7th grade social studies, to start a unit in ELA, etc.</li> </ul>	



**LINK:**

<https://www.loc.gov/resource/cph.3b00563/>

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

- **Categorization Instructions:** As this would be my teachers' first experience with a QFocus, I wanted to use the simple directions provided by RQI. (Standard instructions are to 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 you'd like to discuss further in relation to EDI.
- **Reflection Questions:** Individually, teachers will reflect on two of these questions (so they have some choice and voice in what they're answering):
  - How did you feel about asking questions?
  - What did you learn?
  - How did you learn it?
- **Other:**