QFT-Maps and their Secrets

Primary Source Lesson Plan

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| **LESSON OVERVIEW** | | | |
| **Name:**  ANA GRINBERG | **Grade:**  UNDERGRADUATE | **Subject:**  WORLD LITERATURE | **Location:**  ALABAMA |
| **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.*  As part of the introduction to a World Literature to 1600 course, students are exposed to temporal and spatial concepts in diverse cultures under consideration. This lesson, to happen outside of the classroom, will ask students to think about maps as representations of cultures and their ideologies instead of drawings of landforms.  After finishing this out-of-the-classroom assignment students will:  1. Be aware of spatial concepts in diverse pre- and early modern cultures  2. Practice formulating questions about visual primary sources without the instructor’s intervention  3. Be able to locate information in the library  4. Begin to develop as self-directed learners  5. Start developing critical and practical thinking in a collaborative environment  6. Demonstrate ingenuity and curiosity about new information | | | |
| **Lesson Procedure:** *Share the sequence of learning activities before, during, and after the QFT*  This assignment will happen very early in the semester (during the first week), yet not within the classroom. It will help set the historical and cultural context of all the course. Yet, the assignment is optional (one of the requirements for an A grade according to the grading contract).   1. The QFT rules and QFocus will be posted in a Discussion Board. Students will have to work on this in smaller teams to prepare their questions AND prioritize them, then post them in the board. They cannot see the other teams’ work until they have already posted. 2. With their priority questions, they will go to the Liquid Galaxy exhibit (related to the QFocus) which will provide information but not all answers. 3. In small teams, they will report what questions were left unanswered and how would they try find that information. 4. Individually, students then will post in another Discussion Board the results, a reflection of what did they learn in the exhibit through the QFT, and while working in teams. 5. In that same Disussion Board, students will engage with other classmates (outside of their team). | | | |
| **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*   * Throughout the semester, students will engage with intertextuality and cultural contact, which is central to the QFocus and the Liquid Galaxy exhibit. Thus, they will be drawing from the QFT learning process. * In the Final Exam, they will have to interact again with the QFocus in order to further reflect in the topic. | | | |
| **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.*  I will not use a primary source from loc.gov, as I need students to engage with a particular map (also included in the Liquid Galaxy exhibit).  **LINK:** https://www.themappamundi.co.uk/ | | **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 tried another map (in Arabic) from the LoC collections during the workshop and peers’ responses focused either in language or somewhat superficial observations. I have decided to use a world map that students will feel intrigued by, yet as it is included in the exhibit, will resonate with the content of the course. | |
| **Tailoring Instructions:** *Share any adaptations or tailoring to the standard QFT process that you are planning.*   * **Categorization Instructions:**   I chose not to include categorization instructions this time, as students are already in college and might have already considered which are the best questions to ask.   * **Prioritization Instructions:**   Look at your list and choose your 3 questions that *may guide you to understand material, historical, and geopolitical context*.   * **Other:**   I have added an intermediate step, related to gathering information through the exhibit  Unanswered questions:   1. To answer your 3 priority questions, what else do you need to know? Write this on the left-hand side of the chart. 2. What would you need to do? Write this on the right-hand side of the chart.  * **Reflection Questions:**   How can you use what you learned about maps before 1600s?  What was your favorite part of this assignment? | | | |

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:** |
| **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?** |