

## QFT-Primary Source Lesson Plan Template\*

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

LESSON OVERVIEW			
<b>Name:</b> Dara Unterberg	<b>Grade: 12</b>	<b>Subject:</b> Individual and Society	<b>Location:</b>
<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>Unit Topic: The impact of freedom on society            Objective: To explore the moral complexities that lie within the right to liberty.            This lesson will be at the beginning of the unit that explores the impact of the market and the state on society, both in the past and currently. The major text that is being used for this course is the book, <i>Morality-restoring the common good in divided times</i>, by Jonathan Sacks.</p>			
<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. Answer garden: In 1 word state your feelings about the state of the U.S. today</li> <li>2. Students will divide into small groups for the QFT.            Frame for the Qfocus activity: Here are 2 primary sources that shed light on American society:            I will ask the students to be sure to generate questions on <u>both</u> QFocus items.</li> <li>3. Each group will now engage in the QFT process, followed by the traditional <b>Categorization instructions</b>.</li> <li>4. Groups will now circulate to read other groups' questions and use the opportunity to put a check mark next to a question that they had also asked and to star next to other groups' questions that they found interesting/are curious to know the answer to.</li> <li>5. Next, they will return to their small groups to do some preliminary research to find answers to some of their questions.</li> <li>6. exit ticket: students will answer 2 out of the 3 following reflection questions:               <ul style="list-style-type: none"> <li>• How do you feel about asking questions?</li> <li>• What did you notice about your group's process?</li> <li>• What's a new question you're taking away from today?</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>• students will prioritize 3-4 questions that they are interested in researching and/or would like to discuss further. Secondary sources will be provided for additional research, as well as pursuing consultation with experts in the field who can address the questions the students are researching.</li> </ul>			

**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.*

QFocus 1: " **A free society is a moral achievement". Rabbi Jonathan Sacks**

QFocus 2:



**LINK:** <https://www.loc.gov/resource/ppmsca.27855/>

**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 chose an image that is provocative and arouses curiosity. In addition, this image is from the early 20th century, and when students discover that, it will give momentum to the idea that these challenges are both old and current. This reflects the unit content; we will trace the evolution of freedom, liberty, civil society, and morality from the 1700's to current day,

I chose this particular quote not only because it comes from the major text that we'll be using, but also because it contains and connects three of the concepts that are central to this unit of study: freedom, society, and morality.

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

- **Categorization Instructions:**
- **Prioritization Instructions:** I will do this, but not immediately following the generation of questions with the QFT.
- **Reflection Questions:** I will use some in my exit ticket.
- **Other:** step 4 from above: Groups will now circulate to read other groups' questions and use the opportunity to put a check mark next to a question that they had also asked and to star next to other groups' questions that they found interesting/are curious to know the answer to.

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?**

<b>Overall, what did you learn from this experience? What questions do you now have?</b>