

QFT-Primary Source Lesson Plan Template*

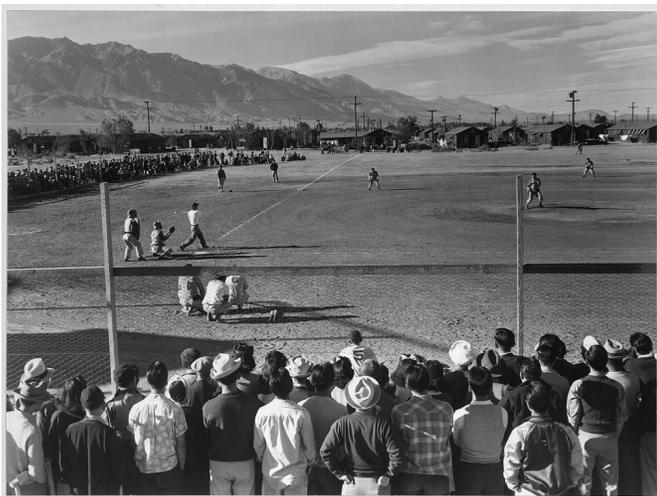
**Feel free to edit, adapt, or amend this template as is most helpful to you.*

| LESSON OVERVIEW | | | |
|--|--------------------------|------------------------------------|------------------------------------|
| Name: Nanyamkah Mars | Grade: 7 and 8 | Subject: Library/History | Location: Washington, DC |
| <p>Context & Purpose: <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 lesson is for my seventh-grade US History students. Specifically, this QFocus is intended to help my students with the analysis and use of primary sources in their research papers. This QFocus also aligns with the overall curriculum, which focuses on identity and questions what it means to be American in the United States. I would be facilitating the QFT in collaboration with the History teachers (I am the Middle School Librarian).</p> <p>Guiding queries (my school is Quaker and we use queries for reflection):</p> <ul style="list-style-type: none"> ● <i>What makes a source a primary source?</i> ● <i>How do we analyze primary sources?</i> ● <i>How can primary sources support our claims?</i> <p>Some other guiding queries that speak to the overall curriculum goal, what it means to be American in the United States:</p> <ul style="list-style-type: none"> ● <i>What does it mean to be an American in the US? Who decides?</i> ● <i>What is the American identity in the US?</i> ● <i>How do different perspectives shift our understanding of the history of the US?</i> | | | |
| <p>Lesson Procedure: <i>Share the sequence of learning activities before, during, and after the QFT</i></p> <ol style="list-style-type: none"> 1. Before the QFT, review the purpose of the process and rules (at this point, students will be familiar with the technique): <ol style="list-style-type: none"> a. Ask as many questions as you can b. Do not stop to answer, judge, or discuss the questions c. Write down every question <i>exactly</i> as it is stated d. Change any statement into a question 2. Put students in groups of 3 or 4 and pass out materials (chart paper, markers, and copies of QFocus without context- the QFocus will also be displayed on the board). 3. Students will ask, record, and number questions with their group members. 4. After proving context for the QFocus, students will ask and record any additional questions after learning the new information. 5. Students will categorize open-ended questions with an “O” and closed questions with a “C”. 6. Students will then change 3 to 5 questions from open-ended closed or closed to open-ended. 7. Reflection and Discussion: Ask students to reflect and share why they changed the questions they chose. 8. Students will prioritize their questions by marking the 3 questions they would like to explore through research and will get them the most information about the QFocus topic. 9. Reflection and Discussion: Ask students to reflect and share the questions they are prioritizing and why. Also, how and where they can find the answers. | | | |

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 will spend time researching to find information that answers the questions either using materials and sources provided by the teacher or performing online searches (possibly with predetermined digital sources).
- Possible Next Step: Using their answers to the prioritized questions, students will develop a possible research question(s) that can be answered using their understanding of the primary source QFocus and topic.
- Possible Next Step: Provide students with a sample research question then have them develop a possible thesis. Ask students how the primary source QFocus and their questions can provide evidence that supports their thesis.

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/resource/ppprs.00369/>

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.*

This QFocus is a photograph by Ansel Adams of a baseball game at the Manzanar Relocation Center (California) in 1943. Before settling on this image, I considered other images from the Manzanar Relocation Center that showed incarcerated Japanese immigrants and US citizens partaking in other recreational activities

Alternate images:

- *Football practice*
<https://www.loc.gov/item/2002696036/>
- *Band concert, Manzanar Relocation Center*
<https://www.loc.gov/item/2002696022/>
- *Volley Ball game*
<https://www.loc.gov/item/2002696042/>

I chose each image with the purpose of highlighting the realities of the forced relocation and incarceration by juxtaposing recreational activities. Each image (the QFocus and alternates) shows the activity in the foreground and middle ground, while the barracks are seen in the background.

I found the QFocus especially striking because it shows a baseball game, what some call “America’s favorite pastime”, surrounded by people enjoying the game, the barracks, and mountains.

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

- **Categorization Instructions:** If there is more of one category of questions, ask students to try to balance out the number of open-ended and closed questions.
- **Prioritization Instructions:** Ask students to prioritize questions that have the potential to be effective research questions.
- **Reflection Questions:**
 - *How can we use a primary source in our research?*
 - *What was something interesting you learned from the primary resource QFT about the topic?*
 - *What made you choose the questions you changed?*
 - *What made you choose the questions you prioritized?*
 - *How might asking questions in research be helpful?*
 - *What was the most difficult part of the process?*
 - *How did you work through the difficulty?*
 - *What was a question you asked that was not answered in your research, but you would like to find the answer to?*
 - *When will this process not be helpful to you?*
- **Other:**
 - Taking time to understand how to use the information gained from the primary source
 - Incorporating other digital tools such as Nearpod, Padlet, and Pear Deck.

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:

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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? |