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:**  **Xiaofeng Kang** | **Grade:11** | **Subject: Geography** | **Location: Changshu, China** |
| **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.*    Students will need to understand the processes of population change and their effect on people and places. | | | |
| **Lesson Procedure:** *Share the sequence of learning activities before, during, and after the QFT*   1. I`ll recap what we learnt before this topic, introduce the objectives of this topic, demonstrate possible assessment tasks on this topic. 2. The printed QFocus will be distributed to each group, and I will introduce the procedure and norms for discussion within group. 3. Students will generate questions following the QFT procedure, and put their question papers on the wall. 4. Students will engage in a gallery walk and review the questions raised by the other groups and look for similarities and differences. 5. Students will have a short personal reflection session about what they were surprised, learned, and became curious about during this activity. | | | |
| **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 work together to explore one of the most commonly asked question, conducted a research, and report to the whole class; * Each individual student will choose one question they most cared/interested, conducted an exploration, and submit a poster as homework; * Students can gather all the questions and categorize them into groups by their criteria; | | | |
| **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.*  The dynamics of population make differences. We care our world.  **LINK:** https://www.loc.gov/resource/g3701gm.gct00010/?sp=32&r=-0.481,0.327,1.852,0.822,0 | | **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 this image because it has a 50-year span of population change. A better one will be a global scale datasets with a longer range of years.* | |
| **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:** Choose one question you most curious about.   Choose one question your group would research. Choose one question that is most ‘outside of the box’   * **Reflection Questions:** What did you learn?  How confident are you asking questions?  What can help you ask better questions? * **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:** |
| **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?** |