

QFT-Primary Source Lesson Plan Template*

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

LESSON OVERVIEW			
Name: AnneMarie Chase	Grade: 10, 11, 12	Subject: Spanish for Heritage Speakers 2	Location: Douglas High School
<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>Students will explore the causes that lead to the Chicano Civil Rights Movement and make comparisons between the causes and outcomes of the African American Civil Rights Movement.</p> <p>This unit will fall after reading the novel “Cajas de carton” which will set the stage and depict the working conditions for mexican migrant workers during the early 1900s.</p>			
<p>Lesson Procedure: <i>Share the sequence of learning activities before, during, and after the QFT (This is the breakdown for the entire unit, not one single class)</i></p> <ol style="list-style-type: none"> 1. Read and discuss excerpts from Cajas de Carton by Francisco Jimenez 2. As Warm Ups over 3 subsequent classes, use QFT to investigate a series of photographs depicting living and working conditions of migrant farm workers. 3. Subsequent class, listen to Interview about discrimination against Mexican farm workers while students use the QFT, followed by a student discussion making comparisons between the causes that lead to the Chicano Civil Rights movement and the African American Civil Rights Movement. 4. Introduce Cesar Chavez and class discussion comparing Martin Luther King Jr and Cesar Chavez 5. Documentary: Viva la causa 			
<p>Next Steps (i.e. how student questions will be used after the QFT): <i>Share your tentative plans for using student questions to drive subsequent learning</i></p> <ul style="list-style-type: none"> • Class discussions then research project • Pairs of students will research a selected question and share their findings with the group. 			
<p>Question Focus: <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>Recording Jose Flores, discussing discrimination of Mexican Farm Workers in Labor Camps</p>		<p>Reflect on your QFocus: <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> <p><i>I love this recording because it will really give students a glimpse into the discrimination that Jose Flores faced, especially in his descriptions of police treatment towards the Mexican Americans. Students will certainly draw connections between current police brutality against African Americans. Additionally, this recording echoes the themes students have previously read in Cajas de Carton.</i></p> <p><i>The photographs do an excellent job of illustrating the working and living conditions of migrant farm workers, as described in Cajas de carton.</i></p>	



Photograph: [Orange Pickers Camp](#)



Photograph: [Mexican child farm labor](#)



Photograph: [Mexican farm workers on strike](#)

LINK:

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

- **Categorization Instructions:**

Con tu grupo, decide ¿Cuáles preguntas son preguntas abiertas y cuáles son preguntas cerradas? Apunta A o C al lado de cada pregunta.

- **Prioritization Instructions:**

¿Cuáles preguntas más te interesan? Dibuja una estrellita al lado de las 3 preguntas que quieres discutir.

- **Reflection Questions:**

¿Qué has aprendido? ¿Cómo podrás usar esta técnica de formar preguntas fuera de la clase de español?

- **Other:** Since this will be completed in Spanish, and students will be completing the QFT procedure for the first time, I will spend time explaining the rules and expectations.

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?

Overall, what did you learn from this experience? What questions do you now have?