QFT-Primary Source Lesson Plan

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| **LESSON OVERVIEW** | | | |
| **Name:** Catherine Koenderman | **Grade:** 7 | **Subject:** Social Studies | **Location:** Bronx, New York |
| **Context & Purpose:**  7th Grade Social Studies focuses on U.S. History; this lesson falls during our American Revolution unit. Prior to this lesson, students will learn about the causes of the American Revolution (such as the Boston Tea Party) and the issues which separated the colonists from the British and the patriots from the loyalists. That being said, prior to this lesson, students will know the definitions of the following words and phrases: tarring and feathering, loyalists, patriots, neutralists, liberty, and no taxation without representation. This lesson will fall toward the end of the American Revolution unit. To conclude the unit (these lessons will take place after the QFT and all its next step activities have been completed) students will be asked to decide whether the Patriots were revolutionaries or traitors.  Below is the objective for this QFT Lesson and all of its next step activities:   * Students will analyze and understand the relationship between the colonists and Great Britain | | | |
| **Lesson Procedure:**   1. Students will be given the QFocus and a small caption. Because parts of the QFocus are hard to read without zooming in, students will be shown the QFocus on a laptop or iPad and will be allowed to zoom in on particular parts of the image. Students will receive three minutes to observe and zoom in on the QFocus using their electronic device. 2. Students will work with their small groups (4-5 students per group) to ask questions about the QFocus. They will record their questions on a piece of chart paper, making sure to number each question. Groups will receive 7-10 minutes to ask and write down their questions. Prior to creating their questions, students will be told that their questions will be used during a class discussion and for a formative assessment (writing assignment). 3. When groups have created their questions about the QFocus, the teacher will instruct the students on how to categorize their questions. The teacher will give the following categorization instructions: *Questions are categorized as open-ended or closed-ended. Close questions are questions that can be answered with yes, or no, or one word. Open-ended questions are questions that require a more detailed explanation. With your small group, categorize each question as either open-ended or close-ended. If the question is open-ended, write an “O” next to the question. If the question is close-ended, write a “C” next to the question.* Students will be given the opportunity to ask clarifying questions about the instruction. 4. Students will work with their same small group to categorize their questions. Once students have determined if a question is open-ended or close-ended, they should mark each question with an “O” or a “C.” The marks should appear next to each question on the chart paper used to record the questions. Groups will receive 5 minutes for this work. 5. After students have categorized their questions, the teacher will instruct the students to change one open-ended question to a close ended question and one close-ended question to an open-ended question. The teacher will instruct the students to write the revised question, on their chart paper, underneath the original question. Students will work with their same small group to change/revise their questions. Groups will receive 5-7 minutes for this work. 6. Once students have revised/changed two questions (as stated above), student groups will be instructed to prioritize three questions. Groups will be instructed to do the following: Choose three questions that you feel will help us learn more about the relationship between the colonists and the British. Students will work in their groups to prioritize three questions based on the instructions. Once groups agree on three questions, they should circle, underline, highlight, or put a star next to these questions on their chart paper. Groups will receive 5 minutes for this work. 7. After prioritizing their questions, students will independently complete reflections on the lesson. Reflection papers will be handed out to students and will contain the following three questions: 8. What do you understand differently now about asking questions? 9. How can you use what you learned about asking questions? 10. How did asking questions help you think about the relationship between the colonists and the British? | | | |
| **Next Steps (i.e. how student questions will be used after the QFT):**   * Next Step #1 (Day 2/ Lesson 2): During the initial QFT lesson, student groups prioritized three questions they believed would help them better understand the relationship between the colonists and Great Britain. Lesson 2, after the QFT lesson, student groups will share their questions with the whole class. As each group asks their questions, the class will discuss the answer(s) to each question. We will keep in mind that some questions might need to be researched in order to be discussed and answered. If necessary, time will be given for those questions to be researched. * Next Step #2 (Day 3/Lesson 3): The lesson following the class discussion will contain a formative assessment. The formative assessment will contain three priority questions from different groups. Students will be asked to choose one of the questions and write a written response to the question. | | | |
| **Question Focus:**    **CAPTION:** An excise-man is an officer, employed by Great Britain, who collects taxes.  **LINK:** <https://tile.loc.gov/storage-services/service/pnp/cph/3g10000/3g14000/3g14000/3g14078v.jpg> | | **Reflect on your QFocus:**  I chose this image for my QFocus because I feel as though it gives a different perspective on the relationship between the colonists and Great Britain. When teaching the American Revolution, we often show how the colonists felt about the British. Much of our material discusses how the colonists felt about the British and King George. However, not much of it reflects how the British felt about the colonists. The QFocus I chose for this lesson depicts the British perspective about the colonists’ “violent” actions. My hope is that, while examining the political cartoon and asking questions about it, my students' understanding of the relationship between the colonists and Great Britain will further develop. | |
| **Tailoring Instructions:**   * **Categorization Instructions:** The teacher will give the following categorization instructions: *Questions are categorized as open-ended or closed-ended. Close questions are questions that can be answered with yes, or no, or one word. Open-ended questions are questions that require a more detailed explanation. With your small group, categorize each question as either open-ended or close-ended. If the question is open-ended, write an “O” next to the question. If the question is close-ended, write a “C” next to the question.* * **Prioritization Instructions:** The teacher will give the following prioritization instructions: Choose three questions that you feel will help us learn more about the relationship between the colonists and the British. With your small group, discuss and choose three questions based on these instructions. Once your group has chosen three questions, circle, underline, highlight, or put a star next to these questions on your chart paper. * **Reflection Questions:** Students will independently complete the following reflection questions:  1. What do you understand differently now about asking questions? 2. How can you use what you learned about asking questions? 3. How did asking questions help you think about the relationship between the colonists and the British?  * **Other:** I have also tailored the QFT by including a caption and the ability to zoom in on the different parts of the QFocus. I included well timed-group work for every step of the QFT to ensure that all can succeed. Similarly, I will use three different class periods/days to reach the objectives   + Day/Lesson 1: QFT Lesson (Procedure explained above in steps 1-7)   + Day/Lesson 2: Class discussion of priority questions   + Day/Lesson 3: Formative Assessment using priority questions | | | |

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:** N/A |
| **Student Reflections:** N/A |
| **TEACHER REFLECTIONS** |
| **Reflect on your lesson design and how well it achieved your objectives.**  N/A |
| **Which student questions stood out to you? Why?**  N/A |
| **Overall, what did you learn from this experience? What questions do you now have?**  N/A |