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: Kennedy** | **Grade: 10** | **Subject: History** | **Location: Singapore** |
| **Context & Purpose:** The topic focus will be on the Korean War.  Lesson Objectives:   * Students to be able to describe the events leading up to the Korean War in 1950. * Students able to identify the aggressors for the Korean War. * Students are able to explain the rationale behind the actions leading up to the Korean War. | | | |
| **Lesson Procedure:**   1. Prior knowledge and skills: QFT rules (Students to ask as many questions without stopping to discuss, judge or answer), being able to identify open and close questions, collaborative learning 2. Before: Students would have started learning about the background of the Korean War. They would have been shown the following video clip on the [brief history of the Korean War](https://www.youtube.com/watch?v=-X7nbwFxGRU). (https://www.youtube.com/watch?v=-X7nbwFxGRU) 3. During: The class will review the source as the inquiry Qfocus and identify the questions that they have about the source. They will be working in groups of 4 (Class size of 40) 4. In their table groups they will write their questions about the primary source and categorise them into open and close questions with a [padlet](https://ctss.padlet.org/durdan_kennedy_loo/u1g19ijjh5ulqevn). (https://ctss.padlet.org/durdan\_kennedy\_loo/u1g19ijjh5ulqevn) 5. Students to then change at least two open to closed questions and vice versa. 6. Students to select 3 questions for their research and presentation. | | | |
| **Next Steps (i.e. how student questions will be used after the QFT):**   * Inquire/ Research their 3 questions using their library resources or any other resource packages * Students will present their findings in the next task where they would be given the scenario (role-play) in which they were tasked to provide a fair analysis of the Korean War and report to the United Nations in 1951 in order to recommend further actions. (Students will be encouraged to stay away from using hindsight knowledge for this) | | | |
| **Question Focus:**    ***Source Provenance:***  *[South Korean soldiers of the 1st Division, I Corps, prepare and lay an antitank mine somewhere in Korea during the Korean conflict]*  *Created / Published*  *1950 July 22.*  **LINK:** https://www.loc.gov/item/2005689648/ | | **Reflect on your QFocus:**  *I chose this image because it creates a cognitive dissonance between the commonly held narrative and truth about the start of Korean War in 1950. It is commonly seen in many official documents and articles (even the textbooks) that it was the North that engaged with an invasion towards the South to initiate the aggressive union between the two Koreas. This image would thus help to present a different perspective where it would showcase that the South were not necessarily the helpless victim.* | |
| **Tailoring Instructions:** *Share any adaptations or tailoring to the standard QFT process or categorization, prioritization, or reflection instructions that you are planning.*   * Categorization Instructions: Label your questions as closed and open under the comments section for the padlet. * Prioritization Instructions: Try changing two open question to close and two close questions to open. * Prioritization Instructions: Choose three questions that interests you and can guide your research in completing a fair analytical report for the United Nations in 1951. * Reflection Questions: Why did you select these questions? Does it mean that the other questions have no meaning? Did your opinion of the Korean War change after your research? | | | |

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.**  This lesson is not yet conducted but I may update it as it is being carried out. The padlet is live and it should be able to reflect any new information. |
| **Which student questions stood out to you? Why?** |
| **Overall, what did you learn from this experience? What questions do you now have?** |