QFT-Primary Source Lesson Plan Template\*

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

|  |  |  |  |
| --- | --- | --- | --- |
| **LESSON OVERVIEW** | | | |
| **Name: Sonora Black** | **Grade: 5** | **Subject: ELA** | **Location: New York** |
| **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.*    This is the first lesson in the first ELA Unit of the year. ***Lesson 1: Getting Ready to Learn about Human Rights***  ***DAY 1 – Revisiting Class Norms for Group Discussions.***  What Are Human Rights and How Do Real People Respond When Those Rights Are Challenged?  Students will be able to analyze and understand the reasons and motivations that caused certain people to take a stand. Students will analyze firsthand accounts of human rights.  Students will have the opportunity to think critically and ask their own questions about primary sources. This will help students build background knowledge of the topic and gain a better understand of texts when they read, and ultimately write from their own points of view. Students will be able to make inferences and support them with details from the text/primary source. | | | |
| **Lesson Procedure:** *Share the sequence of learning activities before, during, and after the QFT*   1. First, I will display two primary source images (the second image will have a short caption) as the QFocus for the lesson and have students generate questions only. 2. Inform students that they are going to define the term ***human rights*** based on their observation of the two images and the caption. 3. Display the “Thinking About the Words ‘Human’ and ‘Rights’” Anchor chart. 4. Prompt students to think about the word human and the word rights. 5. Ask:  * What thoughts come to mind when you hear the word “human”? * What thoughts come to mind when you hear the word “rights”?  1. Type these thoughts onto the anchor chart where students can see them. We will refer to this anchor chart throughout the lesson/unit. 2. We will continue to complete the steps in the QFT model. | | | |
| **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*  *We will pay more attention to the priority questions. I would most likely use students’ questions to continue to build content knowledge by having them share and discuss particular questions throughout the entire unit.*  *Later in lesson 1:*   1. Instruct students to discuss the following questions as a whole group first, then (use the crayons to) write or draw the meanings of each word.  * What thoughts come to mind when you hear the word “human”? * What thoughts come to mind when you hear the word “rights”?  1. Remind students to pay close attention to the class norms for group work:  * Look at and listen to the person speaking * Take turns speaking so that everyone has a chance to participate * Respect each other’s ideas * Ask questions so that you understand each other | | | |
| **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.*  *Image #1*  Macintosh HD:private:var:folders:y2:48_s_kc90mngmzfgt41bjc1w0000gp:T:TemporaryItems:service-pnp-cph-3g00000-3g06000-3g06200-3g06204v.jpg  *Image #2*  Macintosh HD:private:var:folders:y2:48_s_kc90mngmzfgt41bjc1w0000gp:T:TemporaryItems:service-pnp-cph-3a30000-3a31000-3a31400-3a31496r.jpg  Image #2 shows the reversal of roles for slaves and slave masters, with former slaves now in the role of the slave master.  **LINK:** | | **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.*  The QFocus offer many different opportunities for divergent thinking and questioning?  Students’ questions will be used prior to the QFT.  Students’ questions will be used to engage students in a class discussion right after the QFT, and also used gradually, over many lessons over the course of the entire unit. | |
| **Tailoring Instructions:** *Share any adaptations or tailoring to the standard QFT process or categorization, prioritization, or reflection instructions that you are planning.*   * **Categorization Instructions:**   I would want to have students categorize their questions based on their definition of the words human and rights in addition to the standard instructions.   * **Prioritization Instructions:**   I would ask students to choose the 3 questions that they would want answered if they interviewed a slave/a slave master.   * **Reflection Questions:**   I may want students to share their thoughts and feelings about what they learned, but then take some of the statements and turn them into 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:

|  |
| --- |
| **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?** |