

QFT-Primary Source Lesson Plan on Women's Suffrage

LESSON OVERVIEW			
Name: Laurie Prewandowski	Grade: 8	Subject: Social Studies	Location: North Sutton, NH
<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>I do not have my own classroom so this unit is being planned based on a prior lesson done in Social Studies on the topic of Women's Suffrage. Prior to taking this course, my role in supporting this content was to run a BreakOut Edu game on Women's suffrage to introduce the topic. While I think the teacher will still want to have the students participate in that learning activity, I am preparing this lesson in order to present it to the teacher in the hopes that he will use this as part of the content on Women's Suffrage.</p> <p>I really want students (and the teachers) to immerse themselves in LOC Primary Resources as well as the QFT. I want to model the power of this approach for learning. I do not have direct access to students so I will need to pitch this to the teachers.</p> <p>This lesson will come after the BreakoutEdu but before the topic of Women's Suffrage has begun to be discussed in class. This activity will be another introduction to the topic of Women's Suffrage, and I think it will prime the pump for learning about this topic. My hope is that students will select their top 5 questions and do some independent and group research to learn about this topic. I hope that this active research process can replace the lecture style delivery of content that has been done in the past.</p>			
<p>Lesson Procedure: <i>Share the sequence of learning activities before, during, and after the QFT</i></p> <ol style="list-style-type: none"> Students will participate in the Women's Suffrage Breakout Edu available from this resource. Students will look at the image and the title of the image and then go through the QFT process. Students will work as a group to select the top 5 questions that will help the team research the topic of Women's Suffrage and the 19th Amendment. Student groups will look at their top 5 questions and each team member will select at least one of those top 5 questions to use for research on the topic of Women's Suffrage. 			
<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"> Students will look at their top 5 questions from the QFT and discuss them with other students in a small group setting. Each student will select at least 1 to pursue for additional research. Students will be introduced to additional primary resources on this topic. Students will be introduced to technology tools for note taking while using research databases and primary resources. Students will work together in groups of 2-3 to share their research findings using a collaborative digital tool to share their new knowledge with their peers. Digital tool selections for the final project will include choice: Google Sites, Book Creator, Thinglink, Adobe Spark pages, or Wakelet. <p><i>**After this mini lesson done by me (as the technology integrator) I would have to hand this lesson back over to the social studies teacher to continue the unit on Women's Suffrage.</i></p>			

A Catalyst for Microdemocracy

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 sky is now her limit.



It's important that students use this image from the link below since the ladder rungs can't be seen in this downloaded version.

LINK: <https://www.loc.gov/resource/ppmsca.02919/>

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 shows a woman looking at ladder rungs. Each rung has a word or phrase. The caption that says the sky is now her limit clearly expresses that the woman is “free” in some way to reach the sky by climbing up this ladder. I believe that students will look at the ladder phrases and be able to generate some questions. On the live image, the students will have to zoom and scroll up to read the top ladder rungs so as a technology integrator I like that students who figure this out can take advantage of their tech skills and share this with their group to crowdsource zooming strategies.

Women's suffrage is part of a larger theme of civil rights. I believe that this QFocus will set the stage for asking just how much things have changed for women since the 19th amendment was signed. This can also be posed for civil rights. Has there been a significant change for women and for people of color since these acts were established?

I believe that this QFocus will help students wrestle with this complex topic.

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 will ask students to categorize questions as open or closed. I will ask students to change at least one open ended question to closed and at least one closed ended question to open. I think this is an important element of the process because students see first hand how they can change their own questions and the impact this has on the answers they will find because of it.
- **Prioritization Instructions:** I will ask students to determine their top 5 questions and then work with their group to discuss these questions. Each student will select at least 1 question for further inquiry and research.
- **Reflection Questions:** This is an essential element of the process and I will not skip it despite the extra time it takes to complete. I believe that this is where metacognition happens and where real learning occurs.
 - What did you like about asking your own questions?
 - Was this process difficult? Why or why not?
 - How are you thinking differently about this topic?
 - What did you notice about the sequence of your list of questions and where your priority questions were in that sequence?
What new questions do you have now about the topic?
 - What are your thoughts on using an image for a QFocus? Harder? Easier?
 - What rule of the QFT process was hardest for your group to follow?
- **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](#), 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?