

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"> 1. Students will participate in the Women's Suffrage Breakout Edu available from this resource. 2. Students will look at the image and the title of the image and then go through the QFT process. 3. 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. 4. 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>			

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?