

QFT-Primary Source Lesson Plan Template*

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

LESSON OVERVIEW			
Name: Alina Graves	Grade: 8	Subject: ELA	Location: Ronan, Montana
<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> <i>This will be our Perspective/Narratives Unit at the very beginning of this year. I want to use the QFT to bridge some of what we learned in Social Studies last year about the tribes and tribal leaders of Montana with our work in ELA. I also will use this lesson to introduce the QFT strategy as I plan to use it regularly.</i></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. Before - students will be introduced to our first ELA unit of the year, Perspectives & Narratives. Then, I will explain the QFT rules and procedures. 2. During - I will display the photo of Chief Charlot and as a class we will record our questions. (I have included two different photos here because I am not sure yet which one I will use, or if I will use both, it will depend on time.) When we are done asking questions, we will classify the questions as open or closed and then switch them. Next we will prioritize our questions and finally we will identify which questions relate to perspective. 3. After - as the final piece of this lesson students will use our questions to write a one page first person narrative from what they imagine to be Chief Charlot's perspective. 			
<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"> • After discussion, we will decide which questions reference perspective and narrative, and students will use these questions to brainstorm a one page first person narrative they will write from the perspective of the person in the photo. 			
<p>Question Focus: <i>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.</i></p> <p><i>Photo 1: Forsyth, N. A. (ca. 1908) The Great Chief Charlot, Flathead Reservation. Flathead Indian Reservation Montana, ca. 1908. Butte, Mont.: Published by N.A. Forsyth, Jul. 29. [Photograph] Retrieved from the Library of Congress, https://www.loc.gov/item/94513453/.</i></p> <p><i>Photo 2: (ca. 1907) Chief Charlos sic. , ca. 1907. [Photograph] Retrieved from the Library of Congress, https://www.loc.gov/item/96505000/.</i></p> <p>LINK:</p>		<p>Reflect on your QFocus: <i>You might consider why you chose this image, alternative QFocus options, earlier QFocus drafts or process you went through to develop it, etc.</i></p> <p><i>I chose this image because it is very relevant to my students because of where we live and our heritage. I think it will link our learning from last year as well as providing an introduction to the QFT process. It also serves as a way to bring relevance to our work in ELA. One thing I am not sure of yet is whether or not I will add a quote or any other information. Some students may already know who the photo is of, some will not. I think I may add a quote just to provide another layer of that perspective. There are many eloquent quotes from Chief Charlot that would work well for this.</i></p>	

Tailoring Instructions: *Share any adaptations or tailoring to the standard QFT process or categorization, prioritization, or reflection instructions that you are planning.*

- **Categorization Instructions:** After students have completed the standard procedure (as explained in paragraph one above) our additional step will be to look for questions that can help us imagine/understand the point of view or perspective of the person in the photo to help us complete our narrative.
- **Prioritization Instructions:** I will have them choose 3 questions that help us to consider perspective.
- **Reflection Questions:** I will use the following questions to guide student reflection:
 - What do you understand differently now about asking questions?
 - What did you notice about your group's process?
 - What was different or new for you this time?
 - What did you learn from someone else's question?

and to guide content reflection:

- How did the QFT help you think about this person's perspective?
- What's a new question you're taking away from today?
- **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?