QFT-Primary Source Lesson Plan Template\*

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

| **LESSON OVERVIEW** | | | |
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| **Name: Jeanie Chu** | **Grade: 9th** | **Subject: Art Appreciation** | **Location: High School, NYC** |
| **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.*  Social action & reform: Power of the image (in photography) to persuade and move others to action.  In observing and reflecting on Jacob Riis’ photography work and thoughts as a QFocus, students will move through the QFT process to refine a set of questions that capture the social issue presented compellingly within the medium of photography and that brings to light the moral implications of living within a shared community. Following the study of Riis’ work and his thought behind the work, students will investigate and present their own social cause/ issue they have documented or (made an image of) and researched about from within their individual communities or the city as a whole.  In pairs, students will be able to   * make observations, investigate and draw attention to certain causes/ issues that they see in their communities and/ or the city as a whole. * collect data, by taking convincing snapshots (or sketches/ drawings), visual data about the community/ city issue; as well as collect facts concerning the issue. * Bring the issue to light through a powerpoint presentation, beginning with personal photos or images made that document the issue. (2-3 slides at most, 15 min. presentation)   Jacob Riis was a forerunner of modern photojournalism, bringing the plight of impoverished New York residents to light through compelling photographs of the city’s slums. As we become an increasingly global community, knowing our neighbors’ stories, caring and demonstrating a level of empathy can be important moral implications, as we discover the ways more than ever that we are connected to each other. As demonstrated in Jacob Riis’ pioneering work, students will learn about Riis’ work in advocating for our neighbors through the power of photography (and image making) as powerful tools in bringing about social change and reform. Following, students will then reflect on their own communities or the city as a whole and bring a social cause/ issue to light by documenting or sketching and presenting it to the class. | | | |
| **Lesson Procedure:** *Share the sequence of learning activities before, during, and after the QFT*   1. As a layered QFocus, students will study Riis’ photo [Men’s Lodging Rooms in West 47th Street](https://www.loc.gov/exhibits/jacob-riis/reporter.html#obj024). 2. Then continue in the line of inquiry with Riis’ quote:   *“Half the world,” journalist [& photographer] Jacob Riis once said, “doesn’t know how the other half lives, and it doesn’t know because it doesn’t care.” -- 1890 in NYC.*   1. Then, the following day, students will view and listen to a [transcription of Riis’ first lecture](https://www.loc.gov/exhibits/jacob-riis/laymans-sermon.html) where he shared his photos of the slums along with colorful anecdotes. This serves as an example of the final presentation students will produce about a social cause/ issue they are advocating for from within their community or city as a whole. | | | |
| **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*   * Of the prioritized questions, students will reassign and pose the question in reflection of their own community and/ or broader city, such as “What was happening in NYC around the turn of the 19th cent that men lived in these conditions?” -> can be turned into “What is happening in NYC that affects our current living conditions?”; “What kinds of accommodations, if at all, did the city provide for these kinds of people back then? -> can be turned into “What kinds of accommodations, if at all, should our city provide for our people now?”; “What does it mean to know how the other lives? If we are all part of the same world, should we care for others?”; “what are the problems that are not recognized?”; “What are the problems that require governmental intervention”   These are the kinds of questions I am hoping students will generate and prioritize that drive their investigations towards issues they observe today. Students will apply these questions when completing the second half of this unit when investigating and presenting their own social cause/ issue they have documented or (made an image of) and researched about from within their individual communities or the city as a whole. | | | |
| **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.*   1. Jacob Riis’ photo [Men’s Lodging Rooms in West 47th Street](https://www.loc.gov/exhibits/jacob-riis/reporter.html#obj024) from the Museum of the City of New York. 2. Jacob Riis’ quote:   *“Half the world,” journalist [& photographer] Jacob Riis once said, “doesn’t know how the other half lives, and it doesn’t know because it doesn’t care.” -- 1890 in NYC.*   1. Following day activity and discussion: Jacob Riis’ first lecture transcription and slides   **LINK:**   1. https://www.loc.gov/exhibits/jacob-riis/reporter.html#obj024 2. <https://blogs.loc.gov/loc/2016/04/jacob-riis-exhibition-opens-today/> 3. https://www.loc.gov/exhibits/jacob-riis/laymans-sermon.html | | **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 will be layered, first by introducing Riis’ photo of the Men’s Lodging Rooms in West 47th Street, and then by Riis’ quote to illustrate his thought in response to the times.  Riis’ photo can be swapped out with other provocative images that reflect the dire living conditions of the time. Riis’ quote is compelling, which can work as the driving thought towards social action. | |
| **Tailoring Instructions:** *Share any adaptations or tailoring to the standard QFT process or categorization, prioritization, or reflection instructions that you are planning.*   * **Categorization Instructions:**   While working in small groups, students will identify closed and open-ended questions for each of your questions within the list. Then convert the question into either closed or open-ended question, depending on the kind that it is.   * **Prioritization Instructions:** Choose 3-5 questions that you are most curious about. * **Reflection Questions:** How can you use what you learned about asking questions? What do you understand differently now about the power of images and community? * **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** | | | |
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| **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?** | | | |