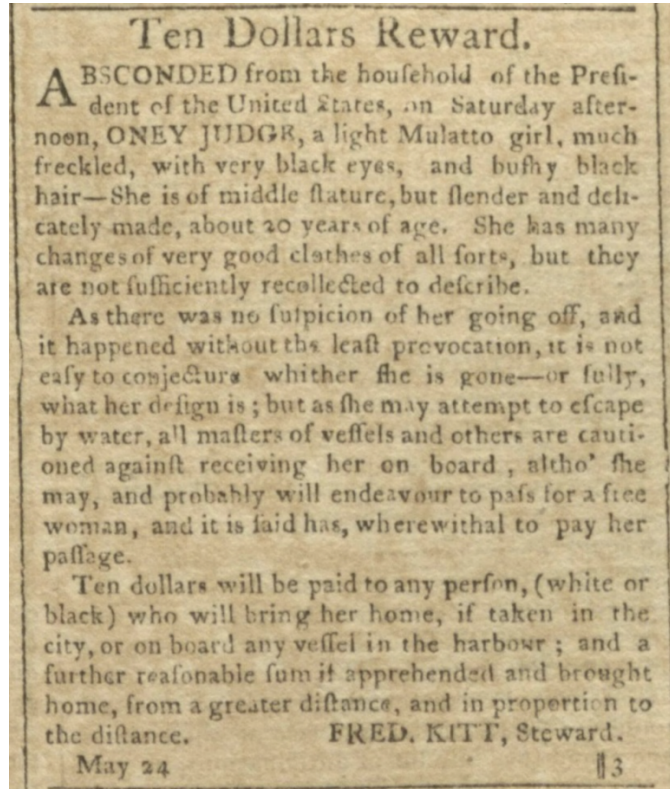


## QFT-Primary Source Lesson Plan Template\*

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

LESSON OVERVIEW			
<b>Name:</b> Michelle Fijalkowski-Santy	<b>Grade:</b> Grade 3 and up	<b>Subject:</b> Social Studies	<b>Location:</b> Classroom
<p><b>Context &amp; Purpose:</b> <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>This lesson is part of a mini-unit on Ona Judge. This lesson will be in the middle of the unit. We will start with Ona's life with the Washingtons. I will not share that Ona escaped prior to the QFT lesson. I will then complete this lesson. We will continue the learning by looking at Ona's post-Washington life in NH.</p>			
<p><b>Lesson Procedure:</b> <i>Share the sequence of learning activities before, during, and after the QFT</i></p> <ol style="list-style-type: none"> <li>1. Intro- We have been learning a lot about Ona Judge. Today I have a primary document for you to look at. We are going to use the QFT to come up with questions we have about it today. Please go into your (assigned) groups.</li> <li>2. Let's review the QFT (review process and norms). Now I'm going to share the primary source with you. I have blown it up to make it a bit easier to read.</li> <li>3. Explain in one sentence what happened. "Ona Judge escaped".</li> <li>4. Review the QFT and determine the "Top Three Burning Questions" as determined by the whole class, based on the questions developed. Then put any other questions in the "Question Corner"</li> </ol>			
<p><b>Next Steps (i.e. how student questions will be used after the QFT):</b> <i>Share your tentative plans for using student questions to drive subsequent learning</i></p> <ul style="list-style-type: none"> <li>• Students will learn the facts of Ona Judge's escape and review the questions they developed to see how we might be able to answer these questions, and what information/sources we might need.</li> <li>• Consider "what is freedom?" and if Ona Judge was free.</li> </ul>			
<p><b>Question Focus:</b> <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><b>Reflect on your QFocus:</b> <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 chose this image because it's an actual advertisement from the Washingtons to get Ona Judge back. The power of this first advertisement will be a great way to spark questions.</p>	



LINK: [Advertisements](#)

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

- **Categorization Instructions:**
  - Given the age group, I would have kids label open and closed questions. Perhaps another category could be questions that would have anticipated simple vs complex answers.
- **Prioritization Instructions:**
  - Choose 3 questions you'd like to discuss further.
  - Choose 3 questions that we could research.
- **Reflection Questions:**
  - What was different or new for you this time?
  - What did you learn from someone else's question?
  - 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:**

<b>TEACHER REFLECTIONS</b>
<b>Reflect on your lesson design and how well it achieved your objectives.</b>
<b>Which student questions stood out to you? Why?</b>
<b>Overall, what did you learn from this experience? What questions do you now have?</b>