QFT-Primary Source Lesson Plan Template\*

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| **LESSON OVERVIEW** | | | |
| **Name: Morghan Cameron** | **Grade: 8** | **Subject: Civics** | **Location: St. Cloud, Florida** |
| **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.*  This lesson is part of a unit on Landmark United State Supreme Court Cases, specifically an introduction to Plessy vs Ferguson. Students will analyze the significance and outcomes of Landmark Supreme Court cases, including Plessy v Ferguson. Students will complete the QFT at the beginning of their learning of Plessy v Ferguson and use their questions to help guide their learning about this Supreme Court case. | | | |
| **Lesson Procedure:** *Share the sequence of learning activities before, during, and after the QFT*   1. Students will be introduced to the Question Formulation Technique through the use of a QFocus primary source. Following the explanation of the procedure, students are assigned to small groups and given the necessary materials to complete the process: flip chart paper, marker, and a copy of the QFocus. I will keep the QFT guidelines displayed and review the procedures with the class prior to the start of each segment. 2. Students will complete the QFT in their assigned small groups. Students will generate their questions and label them as closed questions or open questions. Students will take 2 closed questions and rewrite them as open, and 2 open questions and rewrite them as closed. 3. Students will prioritize their questions. Then, they will write the three questions they are most interested in on a sticky note. The students will work collectively as a class to categorize the sticky notes into topics. The sticky notes will be displayed in their liked pairings around the room. Students will complete a gallery walk of the questions and then select the grouping that most interests them. 4. Students will research the questions in their new subgroup, utilizing the Library of Congress. Students will create a 1-pager, answering the student questions in their subgroup. All 1-pagers will be displayed around the room for students to complete a gallery walk on the landmark US Supreme Court Case. 5. Students will reflect on their learning through the QFT process. | | | |
| **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*  **Upon completion, students will be presented with a new image (Brown v Board of Education) and asked to complete a second QFT. Students will repeat the process of working with a group on a subtopic based off their questions that most interests them, create a new 1-pager, and display them around the room. The second 1-pager will be displayed close to the correlated topics from Plessy v Ferguson and the students will completed a second gallery walk. Students will then be asked to compare/contrast the two court cases based on their questions and their own findings.** | | | |
| **Question Focus:** Students will examine the photo below:    **(If applicable) LINK:** [For the sunny South. An airship with a "Jim Crow" trailer - color film copy slide | Library of Congress (loc.gov)](https://www.loc.gov/resource/cph.3b48958/)  **(If applicable) CITATION:** (1913) For the sunny South. An airship with a "Jim Crow" trailer. United States, 1913. [Photograph] Retrieved from the Library of Congress, https://www.loc.gov/item/2002720354/. | | **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 want to focus on this image to introduce Plessy v Ferguson because this image portrays the significance/impact of the case, the concept of “separate but equal,” without giving specific details of the case away. Through this image, students will be able to question many items that correlate to the Plessy case. I want the students to question the concept prior to completing additional research, reading the case, and performing another QFT on a document or another political cartoon for the Brown v Board of Education of Topeka, Kansas landmark US Supreme Court Case.* | |
| **Tailoring Instructions:** *Share any adaptations or tailoring to the standard QFT process that you are planning.*   * **Categorization Instructions:** Students will be presented with one portion of the image at a time. First, they’ll see the top left corner of the image of the people sitting on the plane and create questions. Second, students will see the top right corner of the image of the “trailer” and create questions. Third, students will be shown the full image (including the caption) and create questions. Students will then categorize their questions into Open Questions or Closed Questions. * **Prioritization Instructions:** Students will be asked to choose the 3 questions they are most curious about. * **Reflection Questions:  Process Questions:** What do you understand differently now about asking questions? What did you learn from someone else’s question? **Content Reflection Questions:** How did the QFT help you think about the topic it introduced? What’s a new question you’re taking away from today? | | | |

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](https://tpsteachersnetwork.org/the-question-formulation-technique-qft-for-primary-source-learning/recent), please consider adding and sharing some of the information below in addition to your plan above:

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| **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?** |

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