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: Jessica Berget** | **Grade: 6-8** | **Subject: History** | **Location: Saint Cloud, FL** |
| **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 will come at the beginning of a unit on Reconstruction in U.S. History. It will focus on giving students an opportunity to understand the purpose and basis of Reconstruction from multiple viewpoints. | | | |
| **Lesson Procedure:** *Share the sequence of learning activities before, during, and after the QFT*   1. Teacher will review and model the QFT rules in a way that is accessible by all learners. 2. Students will be given the opportunity to observe the QFocus silently on their own including their wonderings and observations. 3. Students will be placed in groups of two to three, the groups will write down their questions about the resource on a piece of chart paper. The teacher and paraprofessionals will move about the room ensuring that all groups are able to record their questions. 4. The groups will post their chart paper around the room, students will be given the opportunity to move around the room to silently read the questions that are posted. | | | |
| **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*   * Students will choose 2-3 questions to further research to create a poem based on a chosen point of view. * Students will choose a question to research further and practice their research skills. | | | |
| **Question Focus:**    **LINK:** //www.loc.gov/exhibits/african-american-odyssey/reconstruction.html#obj2  **CITATION:** Alfred R. Waud. Mustered Out. Little Rock, Arkansas, April 20, 1865. Drawing. Chinese white on green paper. Published in Harper's Weekly, May 19, 1866. Prints and Photographs Division, Library of Congress. Reproduction Number: LC-USZ62-175 (5–1) | | **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.*  Why are they hugging and kissing?  Why are they holding guns?  What are the buildings in the background?  What are the uniforms that the men are wearing?  What is in the briefcase?  Where is this picture located?  Why do they look so happy?  I choose this image because it reflects the feelings of the families of African Americans returning from the Civil War. It will allow students to delve into the viewpoints of a variety of people after the Civil War and preview a unit on Reconstruction. | |
| **Tailoring Instructions:** *Share any adaptations or tailoring to the standard QFT process that you are planning.*   * Providing teacher support for students who are non-verbal or unable to write * Providing think time prior to breaking into groups * Providing sentence/question stems to students who need them * Providing an AAC device with preloaded question stems for non-verbal students | | | |

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:

| **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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