

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> Celeste Santiago	<b>Grade:</b> 3	<b>Subject:</b> Reading/ Social Studies	<b>Location:</b> Kissimmee, Florida
<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>My students will be learning about the Women’s Suffrage Movement. This will be used as a preview to the Unit 3 Week 3 story in our reading series Benchmark Advance called “African Americans and Women Get the Right to Vote” The objective is for students to gain an understanding of the Women’s Suffrage Movement so that they can recognize key events and figures and explain the importance of the movement in a One Pager Poster about Women’s Suffrage.</p>			
<p><b>Lesson Procedure:</b> <i>Share the sequence of learning activities before, during, and after the QFT</i></p> <p><u>Day 1</u></p> <ol style="list-style-type: none"> <li>Students will be shown a PowerPoint presentation that zooms in on the cartoon “The Awakening” by Hy Mayer.</li> <li>While viewing the PowerPoint, students will write down any observations they have about the cartoon whole group.</li> <li>After discussing the QFT rules, student groups will meet to come up with questions about the cartoon.</li> <li>Students will then identify which questions are open ended or closed ended in their groups.</li> <li>Student groups will choose three questions that will help them learn about the Women’s Suffrage Movement.</li> <li>Students will reflect with the following questions: How do you feel about asking questions? How did the QFT help you think about Women’s Suffrage?</li> </ol> <p><u>Day 2</u></p> <ol style="list-style-type: none"> <li>Students will research Women’s Suffrage using the book <u>Women’s Suffrage Movement</u> by Veronica B. Wilkins on EPIC and/or “The Right To Vote” under <u>The History of Women’s Rights</u> on Pebble Go.</li> <li>After their research, student groups will create a One Pager (<a href="https://www.weareteachers.com/one-pager-examples-english-language-arts/#:~:text=What%20Are%20One%2DPagers%3F&amp;text=One%2Dpagers%20invite%20students%20to.them%20the%20alternate%20name%20Sketchnotes.">https://www.weareteachers.com/one-pager-examples-english-language-arts/#:~:text=What%20Are%20One%2DPagers%3F&amp;text=One%2Dpagers%20invite%20students%20to.them%20the%20alternate%20name%20Sketchnotes.</a>) about what they have learned about the Women’s Suffrage Movement. This will prepare them in reading the story “African Americans and Women Get the Right to Vote” in our reading series.</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> <p>Students will use their questions to drive their research into the Women’s Suffrage Movement in order to create their One Pager that explains what they learned about the Women’s Suffrage Movement.</p>			

**Question Focus:** *If you are using a primary source as the QFocus, whenever possible, please embed an image of the primary source here AND include the link. Please also include a citation. The primary source can be from any online collection or archive, as long as you know and can cite the original source/whoever currently owns the rights to that primary source. Keep in mind that how you use the primary source impacts whether or not it can be defined as one (i.e. whether or not it was “created at the time under study” according to the Library of Congress.) Include additional text or caption only if it is part of your QFocus.*

**(If applicable) LINK:**  
<https://www.loc.gov/item/98502844/>

**(If applicable) CITATION:** Mayer, Henry, Artist. *The awakening / Hy Mayer*. New York: Published by Puck Publishing Corporation, 295-309 Lafayette Street. Photograph. Retrieved from the Library of Congress, <[www.loc.gov/item/98502844/](http://www.loc.gov/item/98502844/)>.

**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 chose this image as my QFocus because I felt it was a strong image to get students thinking about how important voting was for women and how desperate they were to get the right to vote. In earlier drafts, I had used another cartoon, “The Sky is Now Her Limit” by Elmer Andrews Bushnell, but the questions that were asked when I tried them on colleagues did not reflect the types of questions that I would want to lead students into the Women’s Suffrage Movement. The questions for “The Awakening” did.

**Tailoring Instructions:** *Share any adaptations or tailoring to the standard QFT process that you are planning.*

- **Categorization Instructions:** Open and Closed Ended Questions
- **Prioritization Instructions:** What 3 questions do you think will help us best learn about Women’s Suffrage?
- **Reflection Questions:** How did you feel about asking questions? How did the QFT help you think about Women’s Suffrage?
- **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](#), please consider adding and sharing some of the information below in addition to your plan above:

LESSON OUTCOMES
<p><b>Student Questions:</b></p> <ul style="list-style-type: none"> <li>Why does the lady have a golden dress?</li> <li>Where do the people come from?</li> <li>Why is she walking on the states?</li> <li>Why is the woman wearing a cape?</li> <li>Why are there a lot of women?</li> <li>Are they all voting?</li> <li>When did it happen?</li> <li>Why is she walking to the women?</li> </ul>
<p><b>Student Reflections:</b> Students responses:</p> <ul style="list-style-type: none"> <li>● I like it because you got to write about stuff.</li> </ul>

- I like that we got to see a picture of it, I like the challenge,
- I like it because you get to learn more about the picture and ask your own questions.
- I liked making open or closed ended questions.

### TEACHER REFLECTIONS

**Reflect on your lesson design and how well it achieved your objectives.**

I think the QFT worked well. The students were a little too focused on what Lady Liberty was wearing and why she was dressed the way she was, so I think I may have to direct them to not pay as much attention to what she is wearing but to what she represents the next time I present this lesson.

**Which student questions stood out to you? Why?**

Why is she walking to the women? - This stood out to me because they are being led to women's suffrage through this visual of "Liberty" bringing voting rights to the women.

Why are there so many women there? = I like this question because it is also leading them in the direction.

**Overall, what did you learn from this experience? What questions do you now have?**

I love this experience. The students were really engaged and enjoyed the activity. I want to know how to use it in more subjects!

*This template was funded by a grant from the Library of Congress Teaching with Primary Sources program. Content created and featured in partnership with the TPS program does not indicate an endorsement by the Library of Congress.*