QFT-Primary Source Lesson Plan Template\*

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

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| **LESSON OVERVIEW** | | | |
| **Name:**  **Andrea Alise Darsch** | **Grade: 11th** | **Subject: US History** | **Location: Kissimmee 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 is part of Civil Right Social Activism lesson towards the end when I talk about Betty Freidan, NOW, Gloria Steinem and Title IX* | | | |
| **Lesson Procedure:** *Share the sequence of learning activities before, during, and after the QFT*   1. Introduced the Topic of ERA 2. Asked students when they think ERA was passed based on knowledge of the 19th amendment. 3. Show primary source documents about ERA. | | | |
| **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*   * **To generate classroom discussion and use what they learn to use questions to guide inquiry.** | | | |
| **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:** ["Exactly! If she'd stayed home cooking, doing the laundry and praying, she wouldn't have had to answer all those questions" | Library of Congress (loc.gov)](https://www.loc.gov/item/2012641379/)  **(If applicable) CITATION:** Block, Herbert, Artist. "Exactly! If she'd stayed home cooking, doing the laundry and praying, she wouldn't have had to answer all those questions". , 1984. 8/22. Photograph. https://www.loc.gov/item/2012641379/. | | **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.*  *It is an edgy quote from a drawing that I thought would intrigue students.* | |
| **Tailoring Instructions:** *Share any adaptations or tailoring to the standard QFT process that you are planning.*   * **Categorization Instructions: What questions are open ended and close ended, which were there more of?** * **Prioritization Instructions: Choose the 3 questions that you are the most curious about.** * **Reflection Questions: What did you learn? Did anything surprise you?** * **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](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:

Did not implement because we did this in class today, I am looking forward to trying next semester.

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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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