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:**  **Amber West** | **Grade: 6** | **Subject: World History** | **Location: SCMS- 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 on comparing the progression of voting rights in the United States to that of Ancient Greece and/or Ancient Rome. This will be completed between the third and fourth quarter of the school year. Students will use primary sources found in areas such as Library of Congress, Encyclopedia Britannica, etc. Students will have to analyze the information and present their findings.** | | | |
| **Lesson Procedure:** *Share the sequence of learning activities before, during, and after the QFT*   1. Student will read about the democracies of Greece, Rome, and the development of democracy in the United States. They will fill out a Venn Diagram to help organize their findings. 2. After reviewing the rules and principles for QFT, students will use Question Formulation Technique to come up with a set of questions based on their text reading and findings. 3. Six stations will be set up (2 stations with sources from Rome, 2 from Greece, 2 from the United States). Students will spend at least 15 minutes per station and use QFT. (this may take a couple of days). These questions will be written on post-it notes and will be added to large papers around the room with Station Numbers on each paper. 4. Students will determine open and closed questioning and will change 2 for each station. 5. Students will work in group and work on a presentation with their findings. They may present using posters and/or PowerPoint. Students may find additional sources to help them with their presentation. | | | |
| **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*  Questions will help them better understand:   * Environment of the world around them * Progression in democracy as a whole * Different civilizations and mindsets may have played a role | | | |
| **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:**   * [democracy - England | Britannica](https://www.britannica.com/topic/democracy/England) * [The Roman Senate as Precursor of the U.S. Senate | In Custodia Legis: Law Librarians of Congress (loc.gov)](https://blogs.loc.gov/law/2020/09/the-roman-senate-as-precursor-of-the-u-s-senate/) * <https://catalog.mcgraw-hill.com/secure/2YCM7@3CNQKYRQ9PVSH6WZZ8NQ;s=87C7A252F85E4741A339B33B2333F89E> * <https://catalog.mcgraw-hill.com/secure/K8RS3GHXRLWX5734PDYLWQ261@;s=87C7A252F85E4741A339B33B2333F89E> * [Voting with the Ancient Greeks | Getty Iris](http://blogs.getty.edu/iris/voting-with-the-ancient-greeks/) * [Elections in Greece - Wikipedia](https://en.wikipedia.org/wiki/Elections_in_Greece) * [Ballot laws of the Roman Republic - Wikipedia](https://en.wikipedia.org/wiki/Ballot_laws_of_the_Roman_Republic) * [Voting Rights in the United States: Timeline - HISTORY](https://www.history.com/news/voting-rights-timeline)   **(If applicable) CITATION:** | | **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.*   1. *Where is Greece?* 2. *Why would the United States not have the same democracy?* 3. *What is democracy?* 4. *Did rights change all over the world?* 5. *How does this impact the rest of the world?* 6. *Why would the United States use information from Greece?* 7. *Why are so many people involved in voting?* 8. *What is representative democracy?* 9. *Does the United States still change rights?* 10. *Why do people vote?* | |
| **Tailoring Instructions:** *Share any adaptations or tailoring to the standard QFT process that you are planning.*   * **Categorization Instructions:** * **Prioritization Instructions:** * **Reflection Questions:** * **Other:** Guided questions may be implemented to meet accommodations. If individual work is necessary, group work may not be implemented. | | | |

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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