QFT-Primary Source Lesson Plan Template

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| **LESSON OVERVIEW** | | | |
| **Name:**  **Emily Benedix** | **Grade: 10** | **Subject: World 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.*  The lesson can be a stand-alone lesson or can also fit into the industrialization unit of World History as it deals with the social changes of the time. Students will be examining the women’s suffrage movement in the US and how different women helped to bring attention to the cause. Students have been learning about all the rapid changes going on around the world in the late 18th and 19th centuries and it is a preview for the reform movements of the early 20th century. The purpose of the lesson is to engage students with unique visuals that help show the importance the women felt for speaking up for their civil rights (i.e. the right to vote). | | | |
| **Lesson Procedure:** *Share the sequence of learning activities before, during, and after the QFT*   1. Students will begin writing questions they have regarding the first photo displayed for bell work. Students will write down their questions on a piece of lined paper provided to them. They will have a total of 3 minutes to write down questions silently. 2. Students will then be shown a second image and students will again have 3 minutes to silently write down their questions regarding the photo. 3. At the conclusion of the individual question writing, students will be assigned into groups of 4 to then discuss the questions that they created and determine 3 of the most important questions for each photo. Students will have 10 minutes to discuss and pick questions. 4. Students will then begin to ask their questions out loud and begin a discussion regarding the photos that have been presented to them. Students will discuss for 15 minutes or until the discussion naturally ends. 5. Students will write a reflection on what they have learned and how they feel about the photos, the questions, and the activity overall. | | | |
| **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 can use what they have learned during the QFT process to help them complete an assignment regarding women’s suffrage, such as a DBQ or a quote analysis or to write an essay regarding the stimuli presented. | | | |
| **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.*  *Source #1*    **(If applicable) LINK:** https://www.loc.gov/resource/cph.3a13258/  **(If applicable) CITATION:**  American Press Association, Copyright Claimant. *Suffragette tableau on steps of U. S. Treasury*. Washington D.C, ca. 1913. Photograph. <https://www.loc.gov/item/2013648102/>.  *Source #2*    **(If applicable) LINK:** [**https://www.loc.gov/resource/cph.3c33006/**](https://www.loc.gov/resource/cph.3c33006/)  **(If applicable) CITATION:**  Underwood & Underwood, photographer. *Mrs. Pankhurst being carried by a policeman, as two other men stride along beside, during her arrest / Underwood & Underwood, N.Y*. , 1914. June 2. Photograph. https://www.loc.gov/item/2003668470/. | | **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 source 1 as I thought there was a lot going on and students would be fascinated by and have many questions about it. It will lead to many discussions over who the women are, what they are protesting for and where this is taking place.  I chose source 2 as it is provocative and students will definitely want to dive into the picture to know what the woman’s story is. | |
| **Tailoring Instructions:** *Share any adaptations or tailoring to the standard QFT process that you are planning.*   * **Categorization Instructions: Which questions are close-ended (can be answered with yes or no) and which ones are open-ended (require additional explanation)?** * **Prioritization Instructions: Choose three questions that you would be most interested to investigate.** * **Reflection Questions: How are you thinking differently now about women’s suffrage?** | | | |

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:**  Did not implement as I am past the unit in class but will implement with my class next semester when the course starts over. |
| **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?** |