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:**  **Heidi Merrill-McDonough** | **Grade:**  **6th** | **Subject:**  **World History** | **Location:**  **Celebration K-8 School** |
| **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 unit of study is Ancient India. One of the standards that needs to be covered is: SS.6.W.4.2: Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India. Three QFocus images will be used throughout the QFT. One will be used at the beginning of the lesson before students learn anything about India’s Caste System. The second QFocus image/primary source and the third QFocus image/primary source will be introduced separately but are designed to be compared and contrasted by the students. The first QFocus image should help students learn about the mechanics of India’s Caste System. The second and third QFocus images/primary sources will help student learn about actual people at various caste levels. | | | |
| **Lesson Procedure:** *Share the sequence of learning activities before, during, and after the QFT*  *This will be a 3-4 class period lesson.*  1. Whole group: We will go over the rules and procedures. We’ll discuss open-ended vs. close-ended questions as well.  2. Students will be broken into small groups. Each group will receive chart paper and two markers of different colors.  3. Small groups: Each group will choose their scribe and the scribe will receive the scribe necklace.  4. Small groups: The **QFocus #1** will be projected, and students will generate questions. The scribe will record every question.  5. Small groups: Groups will be directed to discuss and decide which questions are ‘open-ended’ and which are ‘close-ended’.  6. Small groups: Each group’s scribe will use the ‘other’ color marker and label each question as ‘O’ (open) or ‘C’ (closed).  7. Small groups: Groups will be directed to choose one ‘open-ended’ question and make it a ‘close-ended’ question and choose a ‘close ended’ question and make it an ‘open-ended question’. The scribe will record these new questions in the ‘other’ color and label them as ‘O’ (open) or ‘C’ (closed).  8. Small groups: Students will prioritize questions based upon the following criteria:  -Each small group will analyze, discuss and choose 3 questions they feel will help them to best learn about the topic. Star them.  -Each small group will analyze, discuss and choose 1 question they are interested in finding out about. Star it.  9. Individually and in small groups: Students will conduct research to find answers to the four priority questions they chose.  10. Whole group: Student small groups will share their priority questions and any answers to the questions. These will be posted for all to see. We will discuss.  11. Whole group: All the unanswered priority questions will be listed on the white board. If anyone is able to provide an answer to a question, they will do so and the answer will be recorded.  11. Individually, pairs or small groups (student choice). All the remaining unanswered priority questions will be divided among students who will research to try to find the answers.  12. Whole group: students will share the answers to the previously unanswered priority questions.  13. Students will be broken into new small groups. Each group will receive chart paper and two markers of different colors.  14. Small groups: Each group will choose their scribe and the scribe will receive the scribe necklace.  15. Small groups: **QFocus #2** will be projected, and students will generate questions. The scribe will record every question.  16. Small groups: Groups will be directed to discuss and decide which questions are ‘open-ended’ and which are ‘close-ended’.  17. Small groups: Each group’s scribe will use the ‘other’ color marker and label each question as ‘O’ (open) or ‘C’ (closed).  18. Small groups: Groups will be directed to choose one ‘open-ended’ question and make it a ‘close-ended’ question and choose a ‘close-ended’ question and make it an ‘open-ended’ question. The scribe will record these new questions in the ‘other’ color and label them as ‘O’ (open) and ‘C’ (closed).  19. Small groups: Students will prioritize questions based upon the following criteria:  -Each small group will analyze, discuss and choose 2 questions they are curious about. Star them.  20. Individually and in small groups: Students will conduct research to find answers to the 2 priority questions they chose.  21. Whole group: Student small groups will share their priority questions and any answers to the questions. These will be posted for all to see. We will discuss. Unanswered questions can be researched and addressed by students as extra credit.  22. Small groups: **QFocus #3** will be projected, and students will generate questions. The scribe will record every question.  23. Small groups: Groups will be directed to discuss and decide which questions are ‘open-ended’ and which are ‘close-ended’.  24. Small groups: Each group’s scribe will use the ‘other’ color marker and label each question as ‘O’ (open) or ‘C’ (closed).  25. Small groups: Groups will be directed to choose one ‘open-ended’ question and make it a ‘close-ended’ question and choose a ‘close-ended’ question and make it an ‘open-ended’ question. The scribe will record these new questions in the ‘other’ color and label them as ‘O’ (open) and ‘C’ (closed).  26. Small groups: Students will prioritize questions based upon the following criteria:  -Each small group will analyze, discuss and choose 2 questions that help you compare and contrast this QFocus with the last QFocus.. Star them.  27. Individually and in small groups: Students will conduct research to find answers to the 2 priority questions they chose.  28. Whole group: Student small groups will share their priority questions and any answers to the questions. These will be posted for all to see. We will discuss. Unanswered questions can be researched and addressed by students as extra credit.  29. All three QFocus images will be posted throughout the duration of the learning so students are able to review/reference them.  30. Individually: Students will reflect on their learning. | | | |
| **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*  As a reminder, for the first QFocus, students will prioritize by choosing three questions they feel will help them to best learn about the topic and one question they are interested in finding out more about. For the second QFocus students will prioritize by choosing 2 questions they are curious about. Students will be presented with various hands-on and online resources with which to use when conducting their research.  -As a formative assessment, students will create a one-pager titled, ‘India’s Caste System’ using the questions and answers they’ve researched.  -As another formative assessment, students will complete a compare and contrast activity between QFocus image #2 and QFocus image #3 (children in a high caste vs. children in a low caste).  -As a summative assessment, students will take a Canvas quiz. The majority of the questions will be ones generate by the students during the QFT lesson. | | | |
| **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:**  **QFocus #1:**  <https://d1whtlypfis84e.cloudfront.net/guides/wp-content/uploads/2018/02/25103205/Caste-System-India.jpg>  *Please Note: I added the title, ‘The Caste System’ to the top of the image before presenting it to students. See below:*    **(If applicable) CITATION:**  **QFocus #2:**  [Hindu children of high caste, Bombay, India](https://www.loc.gov/resource/stereo.1s26603/)  <https://lccn.loc.gov/91787470>    **(If applicable) CITATION:**  Keystone View Company. Hindu children of high caste, Bombay, India. Meadville, Pa.: Keystone View Company, manufacturers, publishers. Photograph. Retrieved from the Library of Congress, <www.loc.gov/item/91787470/>.  **QFocus #3:**  [Children making rugs, Jaipur, India](https://www.loc.gov/item/2020681652/)  <https://lccn.loc.gov/2020681652>    **(If applicable) CITATION:**  Keystone View Company, Publisher. Children making rugs, Jaipur, India. [Between 1860 and 1930] Photograph. Retrieved from the Library of Congress, <www.loc.gov/item/2020681652/>. | | **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.*  **My Reflections:**  -I chose to use 3 QFocus images in order for my students to have a comprehensive study of India’s Caste System. The first QFocus image is a chart and is meant to introduce the topic to my students. I am hoping that by using this chart as the starting QFocus image, the questions generated and the research conducted will allow them to learn the basics and the mechanics of India’s Caste System. Of course, I want students to then be able to understand how this system truly effected individuals, without me telling them, so I wanted to go further. It is for that reason I chose to use another image. This time I used a primary source. It is a photograph of children of a high caste. I felt only sharing an image of those in a high caste was leaving something very important out so I chose to add a third QFocus image, this time of children in a low caste. I did ponder whether I could skip the initial QFocus image of the chart and go right to the primary source but I felt students wouldn’t truly grasp the concept without starting with the image of the pyramid chart.  -Because I am not experienced with the QFT technique, I did not make many changes to the steps other than to use three QFocus images throughout the 3-4 day lesson.  -I like the idea that I can establish guidelines for students when they choose their priority questions. I feel this is a way to guide their learning but still give the students their voice and choce.  -Unfortunately, with the days off due to the hurricane, the Veteran’s Day holiday and Thanksgiving break one week away, I am not able to have students complete this lesson prior to when the lesson plan is due to be turned-in. Additionally, I created this lesson for a future unit. For that reason, I am not able to provide feedback in the sections titled, ‘Lesson Outcomes’ and ‘Teacher Reflections’.  -I am not going to wait until our unit on Ancient India to use the QFT activity. Instead, now that I know how to do it, I will design a QFT lesson that will enhance our next unit. I will design the lesson so there is only one QFocus. I will do this because students will be learning how the QFT works and so will I. By the time we get to the unit on Ancient India, both the students and I should be able to manage three Qfocus images just fine.  -Although I have not done a QFT lesson yet, I anticipate it being a game changer. I feel it is a strategy that will wonderfully enhance my History lessons and generate student interest. I can see how, if designed correctly, it will lead to student learning gains. I realize I am saying this prematurely but I am expecting I’ll use this strategy often to one degree or another. | |
| **Tailoring Instructions:** *Share any adaptations or tailoring to the standard QFT process that you are planning.*   * **Categorization Instructions:**   Students will be instructed to follow our group norms when working in small groups. These we have established over the course of the school year and include such things as: speak one at a time, be respectful towards others, yourself and the materials, Keep conversation levels to your own group, respect the scribe’s time and help him or her to remember what to record, the scribe needs to write neatly and large enough, remain on-task at all times.  Students will label questions as ‘open-ended’ or close-ended’. Students will change one ‘open-ended’ question to a ‘close-ended’ question, and they will change one ‘close-ended’ question to an ‘open-ended’ question. They will do this for each of the three QFocus images presented throughout the 3-4 day lesson.   * **Prioritization Instructions:**   Throughout the QFT activity, I am using three QFocus images. For the first QFocus, I am having students choose 4 priority questions. 3 of the questions are to be ones which students believe will help them to learn the topic and 1 question is a question they are interested in learning more about. For the second QFocus, I am having students choose 2 questions they are curious about and for the third and final QFocus, I am having students choose 2 questions that will help them to compare and contrast the 3rd QFocus with the 2nd QFocus.   * **Reflection Questions:**   Students will be given the following reflection questions at the very end of the QFT…including after both the formative and summative assessments:  Question 1: What did you find useful or helpful about this question-asking activity?  Question 2: Did this question-asking activity help you to learn about the topic? If so, how. If not, why not?  Question 3: What did you enjoy about this question-asking activity?  **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:

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| **LESSON OUTCOMES** |
| **Student Questions:**  *Am not able to complete lesson prior to when this lesson plan is due.* |
| **Student Reflections:** |
| **TEACHER REFLECTIONS** |
| **Reflect on your lesson design and how well it achieved your objectives.**  *Am not able to complete lesson prior to when this lesson plan is due.* |
| **Which student questions stood out to you? Why?**  *Am not able to complete lesson prior to when this lesson plan is due.* |
| **Overall, what did you learn from this experience? What questions do you now have?**  *Am not able to complete lesson prior to when this lesson plan is due.* |

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