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:**  **Matt Pec** | **Grade: 6 & 7** | **Subject: US History** | **Location: Neptune Middle School, 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 lesson will allow students to see that although the 15th amendment granted all men the right to vote, including the freedman, there was still several barriers to them actually voting. Students will use primary sources such as a Thomas Nast political cartoon titled “Death at the polls, and free from ‘federal interference’” to prove this fact. The 15th amendment was ratified in 1870 and the political cartoon was published in 1879.* | | | |
| **Lesson Procedure:** *Share the sequence of learning activities before, during, and after the QFT*   1. For bellwork, students will use their prior knowledge of studying the post-Civil War/Reconstruction amendments to the U.S. Constitution, particularly the 15th Amendment, which granted African Americans the right to vote. They will match the prior amendment language to the correct amendment number. 2. Next, students will be reminded of the ratification of the 15th Amendment and then be presented the following image from the Library of Congress: <https://www.loc.gov/item/2001695030/> 3. 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. 4. Students will be paired in groups of four to come up with their questions. There will be a spokesperson, a scribe, a time-keeper and an ambassador (someone who asks the teacher any procedural questions or clarification). 5. Students will be given six to eight minutes to come up with questions (dependent on participation—if students seem done, we could move on sooner) They will then determine if they have open or closed questions. 6. They will then announce or write on chart paper two of their questions, but they cannot repeat any questions that a previous group has asked. 7. We will then come back whole-group and discuss why it seems there is “death at the polls” if African-Americans received the right to vote nine years earlier. | | | |
| **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*   * **Understands the Constitution & the Amendment process** * **Understands why the Civil Rights era was so important when federal government protections were in place, but local officials found ways to circumvent the laws.** * **Students in my class next take Civics. This lesson will be one of the last topics in our course (as we end after Reconstruction). The topics of Constitution and federalism are important for students to understand going into that course.** | | | |
| **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/2001695030/>  **(If applicable) CITATION:**  Nast, T. (1879) Death at the polls, and free from "federal interference" / Th. Nast. , 1879. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2001695030/>. | | **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 wanted to have a focus on the Constitution in my lesson plan and initially had a different lesson plan in mind, however, I realized that the focus of this QFT course was on Civil Rights. Knowing that we touch on the Constitution for the adoption of it and then again for the post-Civil War amendments, I realized I could use this either time. I could use it in January when we discuss the constitution ratification or in May when we discuss the end of the Civil War. Any one who uses this lesson plan and teaches U.S. History with a similar timeline can use it the same way as well. I chose the image because I was looking for something that shows the hypocrisy of federal law being usurped by adding restrictions, fear tactics, fees, and other restrictions that are not explicitly prohibited by the 15th amendment. Many of the images on LOC that would be good for this activity for smaller images that I was unable to enlarge. I came across the image I am using 15 minutes into my search and settled on it for the QFT focus.* | |
| **Tailoring Instructions:** *Share any adaptations or tailoring to the standard QFT process that you are planning.*   * **Categorization Instructions:** * **Prioritization Instructions:** * **Reflection Questions:** * **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:** |
| **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?** |

*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.