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:**  **Debra LaFountaine** | **Grade:**  **12th** | **Subject:**  **Government and Economics** | **Location:**  **Orlando, 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 would fall on a unit on government intervention in the economy. The objective would be for students to understand how governments work to keep unemployment low, keep inflation low, and promote economic growth. They will be able to discuss how these goals of the economy can come into conflict with one another where a policy to promote one can cause the other to suffer. Governments have to prioritize goals of the economy. | | | |
| **Lesson Procedure:** *Share the sequence of learning activities before, during, and after the QFT*   1. Students will complete a short reading on the goals of the economy. 2. Students will define inflation and consumer price index. 3. As a class, we will look at the current CPI numbers for various sectors of the economy and students will note some trends in the inflation numbers. They will use personal examples of increases they have seen. 4. The q focus image will be shown and students will generate questions individually, then in their table groups. 5. Students will decide which questions would lead to the best discussion points and place those in the center of a placemat consensus. 6. Each team will then take one question to explore and be ready to share with the class. 7. Based on their questions, students will find a contemporary, current event or political cartoon that works with their consensus question. | | | |
| **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*   * **After the class generation of questions and discussion, I would like students to participate in a socratic seminar in which they are looking at government responses to inflation and their effectiveness.** | | | |
| **Question Focus:**  *A picture containing text, picture frame  Description automatically generated*  **(If applicable) LINK:** [Inflation / Valtman '78. - digital file from original item | Library of Congress (loc.gov)](https://www.loc.gov/resource/ppmsca.24309/)  **(If applicable) CITATION:** Valtman, E. S. (1978) Inflation / Valtman '78. United States, 1978. [Photograph] Retrieved from the Library of Congress, https://www.loc.gov/item/2010646073/. | | **Reflect on your QFocus:**  I selected this q focus because I wanted a topic that was directly relatable to students. I was initially looking at voting as the topic, but did not find any images that jumped out to me. I thought this topic would be engaging because all of the students are feeling the effects of inflation in their daily lives. I also hoped they might get the David and Goliath reference. | |
| **Tailoring Instructions:** *Share any adaptations or tailoring to the standard QFT process that you are planning.*   * **Categorization Instructions:** * **Prioritization Instructions:** * **Reflection Questions: This is for an advanced level economics class so I have they will have really deep discussion in the socratic seminar and generate some great reflection that could be used for an essay style question.** * **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:**  What is the kid holding?  What do the people in the back represent?  Is the kid below a representation of consumerism?  Why are the giant’s feet swollen?  Can inflation be prevented?  How much power does inflation have on others?  Is inflation something that must be fought?  Who is trying to dominate inflation?  Is inflation greater than all of us?  Why is inflation so big?  What goods are inflated?  Who is the smaller person and what is he holding?  What are the kneecaps like that? |
| **Student Reflections:**  Does the cartoon consider the full effect of the impacts of inflation? Inflation influences consumer choice so it has a tremendous amount of power over people. This cartoon relates to the economic conditions today even though it is from the 1970s. |
| **TEACHER REFLECTIONS** |
| **Reflect on your lesson design and how well it achieved your objectives.**  It led to great discussions about government role in managing the goals of the economy. |
| **Which student questions stood out to you? Why?**  How much power does inflation have on others?  Is inflation something that must be fought?  These questions were more big picture ideas and led to great class discussion for a high level IB Economics class**.** |
| **Overall, what did you learn from this experience? What questions do you now have?**  Having students generate the questions was much more powerful than me generating the questions. They were more engaged and then they answered their questions as a group and found current events that relate to other countries on the topic of inflation. |

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