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:** Richard Gillette | **Grade:** 12th | **Subject:** US Government | **Location:** Kissimmee 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.*  Learning Target: I can analyze the impact of citizen participation as a means of achieving political and social change.  Essential Question: What can the Civil Rights movement tells about the impact of citizen participation as a means of achieving political and social change?  The purpose of the lesson is to show the importance of citizen participation in Government action. Through Historical images students will explore the Civil right movement and how everyday citizen fought equity. The purpose is for students to tie it into the present; answer the question, why is it important to participate in Government (petition, protest)? This lesson will be done at the beginning of the Unit called Citizenship, voting, and participation.  This activity incorporates QFT, Stand, Share, & Sit, and a Jigsaw Activity  Formative Assessment: Poster & Exit Ticket | | | |
| **Lesson Procedure:** *Share the sequence of learning activities before, during, and after the QFT*   1. Students will be giving a poster board and a series of images (see images below); each student is responsible for one of the photos. 2. Each student will glue their Historical image on the poster board; after which students are given a 10-minute time limit to write down has many questions has possible (on the board). 3. Students will be given a brief description on the differences between open-ended and closed-ended questions (scaffolding for regular level students; for honors or above, have them research the differences) 4. Each student writes 1-2 open-ended questions & 1-2 closed-ended questions (out of their existing questions) (5-10 minutes). 5. Each table of students does a “Stand, Share, & Sit” activity; each student stands ask one closed ended question & the other students answer the question (Each student does this until every student has asked an closed ended question). 6. Perform the same “Stand, Share, & Sit” Activity, but this time with an open-ended question. 7. Ask the students to label which images are a cause and which one are an effect (write on the board) 8. Give Exit ticket asking the Essential question above | | | |
| **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*   * The poster will act has a Formative Assessment for me; the questions on each student’s poster board, will help me determine mastery of the topic. * I will be able to determine areas of strength and weakness; and any common error that can be addressed * In the State of Florida, at the end of US Government, students must take Florida Civic Literacy Exam. There are questions from US History on this test (Example Civil rights). This poster will help me determine how much knowledge they kept from US History (11th grade) and adjust has needed. | | | |
| **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.*  [Widespread Riots\r - The - Image 8 from Photos: When Martin Luther King Jr. Died | BET](https://www.bet.com/photo-gallery/9v1uds/photos-when-martin-luther-king-jr-died/qdl2ps)  The photos are all Historically a primary source, it shows before and after the assassination of Martin Luther King junior. Each student is given one of the photos | | **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 picked the series of photos for two reasons:   * + - 1. Connect the importance of citizen participation with an historic event       2. Show Cause and effect in action; the photos show cause in effect in action. Students linking cause and effect in questions, Is a higher thinking activity. | |
| **Tailoring Instructions:** *Share any adaptations or tailoring to the standard QFT process that you are planning.*   * **Categorization Instructions:** Scaffolding based on understanding * **Prioritization Instructions:** Scaffolding based on understanding; regular classes need more instruction on the difference between open and closed ended questions. * **Reflection Questions:** Stand, Share, Sit Activity & Exit Ticket * **Other:** Jigsaw activity with multiple historical photos; students use the QFT process on there own photo & get questions answered by there classmates. | | | |

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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