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: Tina Wybiral** | **Grade: 7th Grade** | **Subject: Civics** | **Location: St Cloud Middle** |
| **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 topic is the 1920 Ocoee Election Day Massacre and this QFocus lesson will be at the beginning to introduce the lesson.* | | | |
| **Lesson Procedure:** *Share the sequence of learning activities before, during, and after the QFT*   1. Go over the rules of the QFT process and break students up into groups of 3 or 4 2. Project photo onto smart board and have students go through the QFT process, (generate questions, label open or closed ended, prioritize questions and pick their top 3 3. Have groups share the top 3 questions for their group and display them on chart paper 4. Discuss the events of November 2, 1920 in Ocoee Florida 5. Have groups revisit their questions and reflect on what they’ve learned | | | |
| **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 will answer their top 3 questions either from the content gone over or further research.** | | | |
| **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.* https://blackthen.com/wp-content/uploads/2020/12/os-1556903899-djmyri6uhb-snap-image.jpg  **(If applicable) LINK:** <https://blackthen.com/video-gone-but-not-forgotten-floridas-ocoee-massacre-of-1920/>  **(If applicable) CITATION: Phot retrieved from black then discovering our history website** | | **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 this image to spark conversation and questions before discussing the Ocoee election day massacre* | |
| **Tailoring Instructions:** *Share any adaptations or tailoring to the standard QFT process that you are planning.*   * **Categorization Instructions: You could show part of the image or the whole image** * **Prioritization Instructions: Students will be asked to choose the top 3 questions for their group** * **Reflection Questions: Students will reflect on the process and discuss what they learned by doing the QFT** * **Other: Could have students take the questions that were not answered and find answers.** | | | |

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.