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: Jermaine James** | **Grade: 8th** | **Subject: Civics** | **Location: Discovery Intermediate 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 purpose of this lesson is to show students what life was like during segregation and the conditions that nonwhite students faced compared to what white students had.* | | | |
| **Lesson Procedure:** *Share the sequence of learning activities before, during, and after the QFT*   1. Students will define segregation. Students will give examples of segregation. 2. Students will be placed in groups of four to compare the two images. 3. Students will take notes on everything that they noticed in the images.... | | | |
| **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*   * **Student questions will spark additional class discussion related to the topic about the questions.** * **Can be used as a summative assessment** | | | |
| **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:** <http://hdl.loc.gov/loc.pnp/cph.3c17233>  <https://www.loc.gov/pictures/item/96515851/>  **(If applicable) CITATION:** **http://hdl.loc.gov/loc.pnp/cph.3c16927** | | **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.*  *These images help students compare conditions in a white only classroom and a nonwhite classroom. I chose this because examining segregation by using primary sources was the easiest for my students.* | |
| **Tailoring Instructions:** *Share any adaptations or tailoring to the standard QFT process that you are planning.*   * **Categorization Instructions:** * **Prioritization Instructions:** * **Reflection Questions: I had students write a reflect on how would they feel if segregation still exist in this country?** * **Other: Have students research if segregation still exists in other parts of the world.** | | | |

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** |
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| **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.