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: Paula N. Moffatte** | **Grade: 5** | **Subject: Reading/Social Studies** | **Location: Kissimmee, FL** |
| **Context & Purpose:** This QFT was introduced to the students on the 3rd day of the unit, *The U.S.Constitution: Then and* *Now*. This QFT focused on the civil rights of African Americans in the 50s and 60s, then I wrapped up the questioning with the speech from “*President Lyndon Johnson’s Voting Rights Address*” to Congress, which happened to be the 2nd read in the benchmark text.booklet. | | | |
| **Lesson Procedure:** *Share the sequence of learning activities before, during, and after the QFT*   1. On day 1 & 2 students distinguished between important and unimportant information to learn about the Constitution. 2. On day 3 students will work in groups to produce questions for their primary source. 3. On day 4 students will categorize questions they created on their source 4. On day 5 students will prioritize and answer questions. | | | |
| **Next Steps (i.e., how student questions will be used after the QFT):**   * When prioritizing questions, students will choose 1 closed question and 1 open question. * They will research the information to answer the questions. * Complete an Exit ticket. | | | |
| **Question Focus:**  **Focus A**    [*https://www.loc.gov/item/2009632471/*](https://www.loc.gov/item/2009632471/)  Focus B    [*https://www.loc.gov/item/98503171/*](https://www.loc.gov/item/98503171/)  Focus C  <https://www.loc.gov/resource/ds.04000/>  Focus D    <https://www.loc.gov/exhibits/odyssey/archive/09/0919001r.jpg> | | I decided to choose 4 source to have each group work on their own source. It my have been a bit too ambitious on my part, but this is a learning experience.  **Question Focus A**:   * Where is the black guy going? * Why is education misspelled? * What is in the black guy’s briefcase? * Are those men going to do something to the black guy? * What are they voting for? * Are the men carrying weapons?   **Question Focus B**:   * Who is the man shaking Dr. Martin Luther King Jr.’s hand? * Why are they shaking hands? * Where are they? * Who are all the people around them? * Why do some people look happy, and some don’t?   **Question Focus C**   * Did the signs really work? * Back in the day, * Back in the days did cameras make black and white pictures? * Is this about race war? * Who are negroes? * Are the people mad about something or somebody?   **Question Focus D**   * What genre is this music? * What topic is the music about? * Why is the title “We shall overcome”? * Why was this song created? * Was this song made for someone? * How old is this song? * What kind of song is this? | |

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| **TEACHER REFLECTIONS** |
| **Reflect on your lesson design and how well it achieved your objectives.**  As I look back at my first QFT lesson, I am at the point of stating that I just needed to have 1 primary source for the entire class of students to analyze. I believe that I “bit off” too much for my 1 time using this strategy. On the other hand, this is just me and I do not feel I needed to have just 1 source. While investing the sources on Voting Rights, I found these four sources that I believed would create interest and also tied in to the next short read, “The Voting Rights Acts” speech by President Lyndon Johnson” located in the 5th FL Benchmark Advance. Second reason for selecting the four sources, was the idea of all the students working on 1 source would lead to groups listening in on other groups and copying their questions. I wanted them to work together and come up with their own questions and not try to copy each other.  Having the students create the questions actually gave pleasure while listening to their collaborating. I enjoyed the conversations I was hearing among the students. When they categorized and prioritized the question was equally interesting to hear the conversation among themselves. I was vey happy with my 1st attempt of using QFocus questions and I believe that I would be using this on quite a few lessons.  The Reflection section was not given the amount of time needed. I realize that probably and extra day was needed in have the students get enough time researching their question for the Exit ticket. In future lessons I would put a little more time to the development of questions. I believe that with practice, the students will create more thought-provoking questions and implement the steps needed to complete QFocus questions. |
| **Which student questions stood out to you? Why?**  The question that stood out to me came from Focus Question D.” What kind of song is this?” This may seem like a simple question I was liked when the students used the question and changed from an open question to a closed question. When the students researched and listen to the song, they came to the realization that it was a sad song. The slow melody and the words gave them the idea that it was not a song that expressed happiness but sadness. |
| **Overall, what did you learn from this experience? What questions do you now have?**  I learned that I would try my second QFT with probably a single source or quote to guide my QFocus question. Before bringing in the source or quote, I will activate prior knowledge with students to gauge what they may know about the topic. After reflecting on this lesson, I would give myself a B+ because I believe that this activity with the questioning techniques were very good on illiciting engagement with the students. Yes, even the shy students were part of the conversations and participated. I wanted the students cooperate with each other and respect each other’s ideas and values. The mission was achieved.  The questions created from the sources tied in with the text on the speech of President Lyndon Johnson. Reading and annotating the speech was not as difficult to understand because they had background knowledge about why the speech was delivered to Congress. |

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