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: Kris Rodgers** | **Grade: 5** | **Subject: Social Studies** | **Location:** |
| **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 Disability Act: Civil Rights for the Disabled. I will share the QFT as the lesson opener. | | | |
| **Lesson Procedure:** *Share the sequence of learning activities before, during, and after the QFT*   1. Teacher will introduce the topic of Civil Rights to the students and brainstorm the definition of Civil Rights. 2. Share the image of the man in the wheelchair by a curb (5 images in sequence) with the students. Students will ask questions. My only rule for them is “if they are asking a question about a specific image, they must identify which image they are focusing on. 1-5).” Students will then complete the steps of the QFT for labeling question types, rewriting 3 of each type of question, and identifying the top 3 most important questions. 3. Students will then begin a research project on the top 3 questions. The unit will build a connection between Civil Rights and the Disability Act. | | | |
| **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 questions will be used to engage students in a new topic and spark group and class discussion about civil rights for disabled persons.** * **The questions will be used for peer feedback when deciding the best questions for a research project. One question may spark other questions.** * **The questions will be used to drive a research project.** * **The questions will be used throughout the unit in formative assessments.** * **The questions will be used at the end of the unit for students to design solutions regarding public access for a variety of disabilities. (blind, wheelchairs, deaf, etc.)** | | | |
| **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:** [Disability bill | Library of Congress (loc.gov)](https://www.loc.gov/item/2019645551/)    **(If applicable) CITATION:** | | **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 because it represents a real obstacle for a disabled person. My sister was in a wheelchair and we had to face this type of obstacles often. This is one type of problem to spark the Disabilities Act to provide access for disabled persons in all public places. | |
| **Tailoring Instructions:** *Share any adaptations or tailoring to the standard QFT process that you are planning.*   * **Categorization Instructions:** * **Prioritization Instructions:** * **Reflection Questions:** * **Other: Prioritize questions to support a final project of designing solutions for disabled access in public places.** | | | |

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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