QFT- Analyzing a Primary Source

| **LESSON OVERVIEW** | | | |
| --- | --- | --- | --- |
| **Name: J. Taylor-Gaines** | **Grade: 4th** | **Subject: Social Studies** | **Location: Kissimme, FL** |
| **Context & Purpose:** ***SS.4.A.1.1****: Analyze primary and secondary sources to identify significant individuals and events throughout Florida History.*  This lesson is intended to meet our social studies standard on students analyzing primary sources of events throughout Florida History. The QFT lesson will provide students with an opportunity to deepen their understanding of what a primary resource is and how to analyze it. | | | |
| **Lesson Procedure:** *\*Social Studies time is about 20 minutes, so this lesson will take place over three days\**   1. Day 1 - Students will be introduced to the QFT process and review the rules of producing questions. During this time, students will discuss within their small group something that might be challenging with following the rules. 2. Day 2 - Students will produce questions on the QFocus prompt: Mother escorts her two daughters to Orchard Villa school . Students will be divided into groups of 4 (6 groups). One person in each group will take on the role of “Scribe”. Review the rules of QFT (2-3 mins), clarify if needed. Groups will be given 10 minutes to produce questions that come to mind about the primary source. All questions will be posted on the group's chart paper. With time remaining (about 5 mins) Groups will begin to improve questions - Discuss what open-ended/closed questions are; Mark “O” - for open-ended, “C” for closed questions. 3. Day 3 - Finish review of questions produced on Day 2 (10 mins) - Mark “O” - for open-ended, “C” for closed questions. Students will discuss/share out some advantages/disadvantages to creating these types of questions (3-5 minutes) and then spend the remaining time (10 mins) to change two open-ended questions to closed; 2 closed questions to open-ended. Group “Scribe” will post team questions to class LUMIO Shout-It-Out message board.   \*Due to time constraints lesson will be revisited throughout week as schedule allows\* | | | |
| **Next Steps (i.e. how student questions will be used after the QFT): Students will be provided with any opportunity to answer some of their questions (formative assessment). Questions will be posted in padlet; students can share thinking as they analyze the primary source.** | | | |
| **Question Focus:**    *Caption: Mother escorts her two daughters to Orchard Villa school.*  **LINK:** <https://www.floridamemory.com/items/show/4534>  **CITATION:** *Mother escorts her two daughters to Orchard Villa School.* 1959. State Archives of Florida, Florida Memory. Accessed 4 Dec. 2022.<<https://www.floridamemory.com/items/show/4534>> | |  | |
| **Tailoring Instructions:** *Share any adaptations or tailoring to the standard QFT process that you are planning.*   * **Categorization Instructions:** * **Prioritization Instructions:** * **Reflection Questions:** * **Other:** | | | |

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:

| **LESSON OUTCOMES** |
| --- |
| **Student Questions:**  N/A |
| **Student Reflections:**  **N/A** |
| **TEACHER REFLECTIONS** |
| **Reflect on your lesson design and how well it achieved your objectives.**  N/A |
| **Which student questions stood out to you? Why?**  N/A |
| **Overall, what did you learn from this experience? What questions do you now have?**  N/A |