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:**  **Julie Zollo Barra** | **Grade: 7th Research** | **Subject: Triangle Shirtwaist Factory Fire of 1911** | **Location: Osceola County School for The Arts, Kissimmee, Florida** |
| **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.*    *In this lesson students will learn about the Triangle Shirtwaist Factory Fire of 1911and explore how the civil rights violations of the victims changed the laws regarding workplace safety.*  *Text: Flesh and Blood so Cheap: The Triangle Fire and It’s Legacy, by: Albert Marrin*  *The QTF will be used at the beginning of the lesson.* | | | |
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| **Lesson Procedure:** *Share the sequence of learning activities before, during, and after the QFT*   1. To engage students at the beginning of this lesson I will start with the QFT. A primary source of a newspaper article will be used starting with a headline and then other information from the newspaper will be released slowly. I think using this strategy will really draw students into the topic. I also hope it will start their thinking on how the deaths of these women/girls was a violation of their civil rights. 2. Students will work in small groups during the QFT. Students will have 5 minutes to think of questions about the primary source. 3. One student per group will write down all questions just as they are asked (no discussing or answering questions (5 minutes). 4. In small groups students will categorize their questions as either open-ended or closed-ended. (Teacher should go over what is an open-ended and closed-ended question) 5. In small groups students will flip a question from open-ended to closed-ended and then a closed-ended question to open-ended. (5 minutes) (Teacher may need to show an example of this.) 6. In small groups students will prioritize their questions and select the 3 questions that they think are the most important. (5 minutes)   Headline (I zoomed in on this part of the newspaper to start)    Next, I released some more information from the newspaper.      Finally, I released a bigger part of the newspaper above.  2. Students will then read the text independently with the goal being to answer their questions.  3.Students will get back together with their small group and discuss/reflect about the answers to the questions they generated.  4. Students will conduct research/writing to explore the topic of civil rights in conjunction with this tragedy. They will find out ways that this tragedy has changed the laws we see today regarding workplace safety. They will look back at their questions to see if they had generated any questions about this.  Student Reflection: At the end of the first day of this lesson (the whole lesson could take 3-4 class periods) I would have students complete an exit slip to answer the following question: How did you feel about asking questions? | | | |
| **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 questions as they read the text. If any questions are unanswered, they should research to find the answers. Some of their questions may be about Civil Rights violations regarding safety in the workplace. These questions should be answered in the culminating research/writing activity.** | | | |
| **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:** [The Washington herald. [volume] (Washington, D.C.) 1906-1939, March 26, 1911, Image 1 « Chronicling America « Library of Congress (loc.gov)](https://chroniclingamerica.loc.gov/lccn/sn83045433/1911-03-26/ed-1/seq-1/#words=SHIRTWAIST+BURNS+FACTORY)  **(If applicable) CITATION: The Washington Herald. [volume] (Washington, D.C.) 1906-1939, March 26, 1911, Image 1, Chronicling America, Library of Congress (loc.gov)** | | **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 choose this newspaper image because I think this will really pique their interest! I think this newspaper headline is shocking and will get them thinking what could have been done to prevent this horrific tragedy.* | |
| **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:

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| **LESSON OUTCOMES** |
| **Student Questions:**  **Why did they leap to their death?**  **When did this happen?**  **How did this happen?**  **Where did this happen?**  **How many girls died?**  **What did they do for their employment?**  **What business did they work for?**  **What was the reason?**  **What happened that day?**  **Was it suicidal?**  **Was there a fire involved?**  **Why only girls?**  **Did anyone other than girls die?**  **Could anything have been done to prevent this?**  **Did someone try to help?**  **Why couldn’t they help?**  **What did they do to help?**  **What is insufficient protection?**  **Was it a tall building?**  **How high?**  **Was the job they did dangerous?**  **Did they die because of the location?**  **Did anyone survive?**  **What type of business did they work for?**  **What is a shirtwaist factory?**  **What caused the fire?**  **What prevented them from escaping?**  **Did the fire department try to help?**  **Why could the girls not be saved?**  **Why would they choose to jump to their death?**  **Did someone push them?**  **How long did it take to put out the fire?**  **Were there fire extinguishers?**  **Were there phones to call for help?**  **How long did it take for help to arrive?** |
| **Student Reflections: The primary source generated a lot of interest in the topic. Sometimes it was hard for them not to discuss the questions. Students wanted to read the text to find out more and get answers to their questions. Students were sympathetic to the victims and were eager to research how the victim’s civil rights were violated. They enjoyed working in small groups.** |
| **TEACHER REFLECTIONS** |
| **Reflect on your lesson design and how well it achieved your objectives. I** **though using the QFT to engage the students in the lesson was very effective. I was pleased with the engagement of the students and the questions they generated from the newspaper. They also did a great job categorizing and flipping the questions. They put a lot of thought into prioritizing the questions and I liked how the small groups discussed the questions in detail. For the most part they stuck to my timeline very well (a couple of groups needed extra time prioritizing the questions). Students were eager to read the text to find out more! The students love to do research and I decided to have them choose the questions they wanted to research, as long as it covered civil rights in relation to safety violations in the workplace.** |
| **Which student questions stood out to you? Why? I don’t think any one question stood out to me except the one on suicide. Otherwise, I thought the questions were what I expected them to be.** |
| **Overall, what did you learn from this experience? What questions do you now have? I really like the QFT technique. I wish I knew about this sooner. Students were extremely engaged and using their thinking skills! It is sometimes hard for a teacher to take a step back and let the students think for themselves instead of spoon-feeding them all the information. This technique allows student thinking and collaborating to happen which then leads to more engagement and learning for the students. I will use the QFT with future lessons!** |

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