QFT-Primary Source Lesson Plan

|  |  |  |  |
| --- | --- | --- | --- |
| **LESSON OVERVIEW** | | | |
| **Name:** Samina Rahman | **Grade:** 11th | **Subject:** US History | **Location:** Kissimmee, Florida |
| **Context & Purpose:**    This lesson will be taught during a unit on the Roaring 20s. The topic of the lesson is the Rosewood Massacre which occurred in an African American town in the state of Florida in 1923. The purpose of using the QFT and a primary source is to assist students in analyzing support for resistance to civil rights for African Americans during the 1920s. | | | |
| **Lesson Procedure:**   1. Students will begin the lesson with a bell work Quizizz to review content from the previous day. 2. Teacher will introduce students to the objective of the lesson. 3. Teacher will display the QFocus of the lesson which is a primary source image of the home burning during the Rosewood Massacre on the Smartboard. 4. Students will be asked to write down at least ten questions they have regarding this image in their notebooks. They will have ten minutes to complete this task. 5. Teacher will ask students to share some of their questions with the class. Teacher will writ the questions on the board for the class to see. 6. Teacher will explain the terms open-ended and close-ended questions to the class. 7. Students will be asked to go through their lists and identify which students are open-ended and close-ended by placing an “O” next to the open questions and a “C” next to the closed questions. 8. Teacher will ask the students to take two open-ended questions and convert them into close-ended questions. Then, take two close-ended questions and convert them into open-ended questions. 9. Teacher will ask for volunteers to share their conversions with the class. 10. Teacher will inform the students that the primary source image displayed on the board is an image of a home being burned during the Rosewood Massacre in Florida in 1923. 11. Students will be tasked to research the event and create a one-pager for the incident. The one-pager is to include information regarding the who, what, when, where, and why of the event. Students should be creative in their representation of the information on the one-pager. 12. Students should include a reflection to the following questions on their one-pager: How was the Rosewood Massacre an example of resistance to civil right for African Americans in the 1920s? Based on current events, do you believe there is an increased support or resistance to civil rights for African Americans today? Provide an example in your response. | | | |
| **Next Steps (i.e. how student questions will be used after the QFT):**   * The questions from the QFT will drive student research of the Rosewood Massacre. The research collected will be displayed on a creative, one-pager display. * Students will make a connection to modern day civil rights for African Americans through the reflection question. | | | |
| **Question Focus:** Burning of a house in Rosewood, Florida  **(If applicable) LINK:** http://www.floridamemory.com/items/show/34844  **(If applicable) CITATION:**  Deliberate burning of an African American home - Rosewood, Florida. 1923-01-04. State Archives of Florida, Florida Memory. <https://www.floridamemory.com/items/show/34844>, accessed 4 December 2022. | | **Reflect on your QFocus:**  I selected the primary source image of the house burning in Rosewood because of the powerful portrayal of the event. When I look at the image, I see a modest home set ablaze. Immediately, I begin to question the source of the fire, who might have caused, and what the surrounding neighbors did to assist. The questions prompt me to research the source of the event. My hope is that students will share similar sentiments with the image which will lead to a thorough investigation of the event.  At first, I did consider prompting the students with a reflective question as the QFocus; however, after I searched through databases for primary source images of the massacre, I decided the selected image would have a more extensive effect on student curiosity. | |
| **Tailoring Instructions:**   * **Categorization Instructions:** Organizing questions based on open-ended and close-ended will help students with researching the event * **Reflection Questions:** Students will be prompted to research the who-what-when-where-why for the Rosewood Massacre. In addition to these questions, students are to reflect on the modern connection to civil rights for African Americans. Is there support or resistance based on current events? | | | |

*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.