

## QFT-Primary Source Lesson Plan Template\*

*\*Feel free to edit, adapt, or amend this template as is most helpful to you.*

LESSON OVERVIEW			
<b>Name:</b> Sally Doris	<b>Grade:</b> 6-8	<b>Subject:</b> ELA	<b>Location:</b> Classroom
<p><b>Context &amp; Purpose:</b> <i>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.</i></p> <p>This QFOCUS will be used in the first week of school as we discuss the components of analyzing a novel/short story/play, etc.</p> <p>Students will discuss how narrator's perspective impacts plot, theme, conflict, etc.            Students will tell a story through multiple viewpoints.            Students will write a personal narrative through differing viewpoints.</p>			
<p><b>Lesson Procedure:</b> <i>Share the sequence of learning activities before, during, and after the QFT</i></p> <ol style="list-style-type: none"> <li>1. I will review the QFT process.</li> <li>2. Students will first generate questions in a small group and label open and closed.</li> <li>3. I will layer in the caption of the circumstances of the photo (Dust Bowl migration)</li> <li>4. Student groups will review questions and put an asterisk next to questions answered by the picture's context.</li> <li>5. Student groups will prioritize the three questions they are most interested in knowing.</li> <li>6. After sharing three questions, students will discuss potential answers and how they could find more information.</li> <li>7. Individual students will then choose one person in the photo (mother, father, one of the children), and write in that character's voice to comment on the events in the photo.</li> <li>8. Students will share in pairs.</li> <li>9. Class will discuss and reflect on the different perspectives of the same event.</li> <li>10. Students will brainstorm in small groups what impacts point of view.</li> <li>11. Finally, students will think of a personal experience that could be told from two different views. They will brainstorm in a graphic organizer. Then they will write each side of the story.</li> <li>12. Students will share creative writing in class.</li> <li>13. Student groups will make a list of questions to ask about the point of view/narrator of a piece for reference as we read.</li> </ol>			
<p><b>Next Steps (i.e. how student questions will be used after the QFT):</b> <i>Share your tentative plans for using student questions to drive subsequent learning</i></p> <ul style="list-style-type: none"> <li>• <b>Students will develop questions to ask about point of view/perspective/narrator for subsequent readings. We will use this list of questions in independent and class reading discussions.</b></li> </ul>			

**Question Focus:** *Must include at least one primary source from loc.gov. Whenever possible, please embed the image/primary source here AND include the link. Include additional text or caption only if it is part of your QFocus.*



**Caption will be layered in after initial questions:**

*Family between Dallas and Austin, Texas. The people have left their home and connections in South Texas, and hope to reach the Arkansas Delta for work in the cotton fields. Penniless people. No food and three gallons of gas in the tank. The father is trying to repair a tire. Three children. Father says, "It's tough but life's tough anyway you take it"*

**LINK:** [Dust Bowl migration](#)

**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.*

*Since I wanted the students to focus on the story rather than the context, I learned from trial QFocus to layer in the caption and then direct students to the story of the photo.*

*At first, I tried to find a QFocus which directly applied to one of the novels I teach. However, I then decided I wanted to set up a discussion about narrator's point of view followed by a creative writing assignment.*

**Tailoring Instructions:** *Share any adaptations or tailoring to the standard QFT process or categorization, prioritization, or reflection instructions that you are planning.*

- **Categorization Instructions:** After layering in the caption, I will have students identify the questions answered by the historical context.
- **Prioritization Instructions:** Students will look at remaining questions and choose the three they are most curious to know.
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- **Reflection Questions:** What impacts a narrator's point of view? How does perspective change the story?
- **Other:** Why is it important to question the narrator? How does that change the way I read?

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 [album](#), please consider adding and sharing some of the information below in addition to your plan above:

### 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?**