


## 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> S. Kiriu	<b>Grade:</b> 10-12	<b>Subject:</b> Spanish 2	<b>Location:</b> Hawaii, Hawaii
<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><b>Unit:</b> Pre-Columbian Civilizations (4th Quarter)</p> <p>This lesson will start the unit with what my students already know, Christopher Columbus, and deepen this knowledge with the vocabulary word "Precolombino" using primary sources. This lesson is meant to link prior knowledge with cultural, historical, geographical, and economical content to use the target language in an engaging way.</p> <p><b>Lesson Objective:</b></p> <ul style="list-style-type: none"> <li>-Students will write and tell a short story with beginning, middle, and end, using cohesive devices and descriptive details.</li> <li>-Students will understand the impact of Columbus' arrival on the pre-Columbian cultures.</li> </ul>			
<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. Before: This lesson will begin the unit by introducing this important threshold in human history. New vocabulary will be presented prior to the QFT, but more will have to be given as needed for the students' questions. Lesson will be taught as much as possible in the target language.</li> <li>2. During: Students will become familiar with pre-Columbian civilizations and cultures and the impact of the Columbian Exchange. Deeper understanding of the topic will follow in subsequent lessons in the unit. This lesson is meant to last 2 days with students sharing their stories with other groups. Groups can ask questions to authors or authors can make comprehension questions for the audience.</li> <li>3. After: Students will study the major civilizations (or other cultures. Ex: Aztec, Maya, Inca) in pairs in a research project ending with an artifact replication and presentation in a collaboration with the ceramics teacher.</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>• Exit passes</li> <li>• Bell ringers</li> <li>• Peer Feedback</li> <li>• Engaging hook</li> <li>• Story plot</li> <li>• Guide for reading</li> <li>• Comprehension questions for stories</li> <li>• Launch project</li> </ul>			
<p><b>Question Focus:</b> <i>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.</i></p> <div style="display: flex;"> <div style="flex: 1;">  </div> <div style="flex: 1;"> <p><b>LINK:</b></p> <p><a href="#">Columbus Arrival</a></p> <p><a href="#">Columbus in Barcelona</a></p> <p><a href="#">Death of Columbus</a></p> </div> </div>		<p><b>Reflect on your QFocus:</b> <i>You might consider why you chose this image, alternative QFocus options, earlier QFocus drafts or process you went through to develop it, etc.</i></p> <p>To keep the focus on the target language, it was important to find an image that my students could describe and easily ask questions about. When my search led me to these three images, I decided to combine them so that my students could use their questions and observations to create a simple short story while at the same time explore Columbus' role in the history. It is a perfect introduction to the cultures and civilizations that were thriving there, and the legacy of these cultures and Spain's that's still visible today. I hope that my students will deepen their knowledge of this time and the impact it had on the people of the Americas. I also hope that my students practice the ability to circumlocute if they can't express their questions in the way they would ask it in English.</p>	

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

- **Categorization Instructions:**
  - Columbian Exchange
  - Descriptive
  - Pre-Columbian cultures
  - European
- **Prioritization Instructions:**
  - Prioritize language acquisition (even if question or answer is simple it works because the student is able to produce it)
  - Questions/Answers that contribute to story
- **Reflection Questions:**
  - What did you learn?
  - How are you thinking differently now about this topic?
  - How did you feel about asking questions?
  - What new questions do you have now about this topic?
- **Other:** Grouping is flexible
  - Depending on time and class ability level, we can write the story as a whole class
  - Students can work individually (strong students) or with a partner (support for struggling students)
  - Can group struggling students together with more teacher supports

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:

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