

QFT-Primary Source Lesson Plan

LESSON OVERVIEW			
<b>Name:</b> Noelle Avakian	<b>Grade:</b> 7	<b>Subject:</b> social studies	<b>Location:</b> CT
<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>  <i>This lesson will be part of a beginning of the year introductory launch unit.</i>  <i>The C3 standards are</i>            C3 standards            D2.Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.            D2.Geo.3.6-8. Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics</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. Q Focus Why do you think cities/locations on these local maps have grown while others have not? <a href="http://magic.lib.uconn.edu/otl/dualcontrol_aerialchange.html">http://magic.lib.uconn.edu/otl/dualcontrol_aerialchange.html</a></li> <li>2. Defining and categorizing open and closed questions</li> <li>3. Teacher model of searching, selecting, analyzing source and writing a claim and evidence Comparing new maps of Hartford and Manchester <a href="https://www.loc.gov/item/2018593481/">https://www.loc.gov/item/2018593481/</a> and <a href="https://www.loc.gov/resource/g3744m.ct005612/?r=-1.108,-0.078,3.215,1.203,0">https://www.loc.gov/resource/g3744m.ct005612/?r=-1.108,-0.078,3.215,1.203,0</a></li> <li>4. Student research in Library of Congress find two more maps that show a factor that promotes city growth</li> <li>5. write a claim statement and evidence statement for each</li> <li>6. Apply/Take informed action-students will prepare a proposal for a vacant lot or converting a currently used property (ie shopping mall) of a new use of the land to promote growth in their local community</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>Student Reflections</b> <ul style="list-style-type: none"> <li>● What do you understand differently now about why some cities/locations grow faster than others?</li> <li>● What's a new question you're taking away from today?</li> </ul> </li> <li>● <b>Teacher Reflections</b> <ul style="list-style-type: none"> <li>● How can I connect student outcomes to future lessons?</li> <li>● What skills used during this lesson require future reinforcement and practice?</li> </ul> </li> </ul>			



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>