


## 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> Luis Raúl Hidalgo López	<b>Grade:</b> 13 (1 <sup>st</sup> year of Law School in Mexico)	<b>Subject:</b> History of the Law	<b>Location:</b> Quecholac, Puebla, Mexico
<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><i>The content is about the creation of Law in Mexico, reviewing some historical sources.</i>  <i>The objective is to understand the process of creation of law and its use for strengthening the freedom of citizens.</i>  <i>This lesson would be used at the beginning of the course, to introduce the importance of learning with primary sources, motivating students with primary sources.</i></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. The learning activity before the QFT is to review some primary sources selected and introduced at the beginning of the lesson, leading the pondering about the possible situations.</li> <li>2. During the QFT, the primary source will be used to make the own questions that foster the learning.</li> <li>3. After the QFT, I will review their work to motivate to keep learning by their own, with primary sources and using the QFT to foster their imagination and learning about the subject.</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>• The questions formulated by students will be used to drive subsequent learning according to what they are motivated to learn, and I will ask they share their questions and findings to motivate other students to see other perspectives for learning.</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>  <p><i>I will recommend to use the "Historia de Mexico [with] the Tovar calendar" to motivate students to ponder about the interaction of power in the ancient territory of what now is Mexico and how the language plays an important role to build law in these interactions.</i></p> <p><b>LINK:</b>  <a href="https://www.loc.gov/resource/rbc0001.2008kislak81897/?sp=336">https://www.loc.gov/resource/rbc0001.2008kislak81897/?sp=336</a></p>		<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><i>I chose this image for the QFT activity because this may motivate students to think in the interaction of power and making questions about the language and its role to make the law accessible for some sectors.</i></p> <p><i>Also, this may motivate to think how is that the law has changed during the years and how today the practice of the QFocus isn't allowed by the law because today the life is protected being a human right.</i></p> <p><i>Some interesting questions that may come are related about if the person in the draw was considered with rights? Or if this was part of the worship in that time, and this was authorized by the person who was dead in the draw?</i></p> <p><i>Then, this QFocus is interesting to understand the relation of power and how the ancient law solved situations and why today this is not the same situation allowed.</i></p>	

**Tailoring Instructions:** *Share any adaptations or tailoring to the standard QFT process that you are planning.*

- **Categorization Instructions:** The first instruction will be to observe the QFocus and ponder about this source; the second instruction will be about making the own questions using the Question Formulation Technique; the last instruction will be to keep pondering and write some notes of the QFocus, the questions made and the possible answers.
- **Prioritization Instructions:** After the questions are made, I will ask students to select questions that may foster the finding of keywords, or drive the research, or help for future discussion of the topic.
- **Reflection Questions:** What do you understand differently now about asking questions? What was different or new for you this time? What did you learn from someone else's question?
- **Other:** Maybe additional questions may come during the lesson.

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?**