QFT-Primary Source Lesson Plan Template

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| **LESSON OVERVIEW** | | | |
| **Name:** Jessica Cohen | **Grade:** 12 | **Subject:** IB English A: Language & Literature | **Location:** Shanghai, China |
| **Context & Purpose:**  This QFT activity will come in the middle of our study of the text, *The Devil in the White City,* by Erik Larson. This text is related to the 1893 Chicago World’s Fair (The World’s Columbian Exposition). My goal is for students to learn more about the Chicago World's Fair and to have them become familiar with reading primary source documents as non-literary texts (which is what they have to do in their IB Paper 1 Essay) while working through the QFT process. In addition, a component of this activity will require students to create an outline for a Paper 1 Essay, using primary source documents as the source text for their outline. | | | |
| **Lesson Procedure:**   1. To initiate this activity, I will give students the following [primary source image](https://www.loc.gov/resource/cph.3a50979/) with this QFocus: **Ferris Wheel at the Chicago World’s Fair**. We will then work through the QFT process as a class and hold a brief Socratic Seminar based on the priority questions they generate, which must be linked to the larger themes of Larson’s text. 2. Following our group QFT, in groups of 2-3, students will search through filtered links related to the 1893 Chicago World's Fair:    1. [Link 1](https://www.loc.gov/search/?in=&q=chicago+worlds+fair&new=true)    2. [Link 2](https://www.loc.gov/photos/?q=%22Columbian+Exposition%22&sp=1&st=gallery)    3. [Link 3](https://www.loc.gov/photos/?q=%22Chicago+World%27s+Fair%22&fa=access-restricted%3Afalse&st=gallery) 3. Each group will select ONE primary source document that they find to be most related to Larson’s text, *The Devil in the White City*, and that they believe could be a strong Paper 1 non-literary text to examine in depth. 4. Once they have chosen their primary source, they'll have to do three things with their group:    1. (1) Create a QFocus for the source;    2. (2) Write an IB-Style Guiding Question (GQ) for the source;    3. (3) Construct an outline for how they would respond to their own GQ in a Paper 1 response. 5. Students will then switch primary source documents and QFocus prompts with another group in the class (without sharing their GQ and Outline). 6. The group receiving the primary source document will first work their way through the QFT process by generating questions for the source and its QFocus. 7. Finally, they will also come up with a Paper 1 GQ and outline for the source they have been given. 8. Following this activity, we will use the QFT priority questions, GQs, and outlines in related class activities. | | | |
| **Next Steps (i.e., how student questions will be used after the QFT):**  After students find their own primary source documents related to the 1893 Chicago World's Fair and undergo the QFT process, they will use their QFT priority questions to lead a Socratic Seminar on the primary sources they found. In addition, while they are working on the QFT, students will also be analyzing their primary source document as potential IB Language & Literature Paper 1 non-literary text. Consequently, we'll also spend time reviewing the Paper 1 outlines they generate for both their own primary source document and those of their peers. They will compare and contrast their group’s outlines with those of their peer group to examine the best ways in which to evaluate their chosen text for the IB Paper 1 exam.  As a whole, student questions will guide the next steps of their learning because their questions will be used in our Socratic Seminar. The Socratic Seminar will help them learn how to lead a class discussion, take ownership of the path the discussion takes, and figure out how to engage their peers and keep them on track when discussing a specific topic/theme. I hope to nurture and sustain a culture of questioning that outlasts this lesson by making students in charge of more and more of our class QFT activities and our Socratic and Harkness Discussions. When they are the ones in charge of leading a lesson and generating the questions for the group, students take responsibility not only for their own learning but also for the education and growth of those around them. | | | |
| **Question Focus:**  Ferris Wheel at the Chicago World’s Fair  *A large ferris wheel  Description automatically generated with medium confidence*  **LINK:** <https://www.loc.gov/resource/cph.3a50979/> | | **Reflect on your QFocus:**  The QFocus I selected is just a frontloading piece to get the students into the swing of the QFT again. They are already familiar with the QFT process, but by experiencing a warm-up activity, they’ll get an idea of what they can do when they select their own primary source document and create the own QFocus.  I selected this image of George Washington Gale Ferris’s wheel because it epitomizes the strenuous lengths the fair organizers took to make the 1893 Chicago World’s Fair one for the ages. Students will recall how, in the book, we learned that Daniel Burnham, the fair’s leading architect, wanted to include a structure that would one up France’s Eiffel Tower, which was constructed for their own World’s Fair. Thus, this image is very tied to the text we are reading and to the larger themes it has raised. | |
| **Tailoring Instructions:**   * **Prioritization Instructions:**    + Priority questions should be linked to the themes related to the book we are reading so that students can use these questions to lead a Socratic Seminar discussion with the class. * **Other:**    + Students will need to select a primary source document and construct a QFocus that is both related to the text we are reading and that is rich enough in detail to be analyzed as a Paper 1 non-literary text. In addition to undergoing the QFT Process, students will also be creating a Paper 1 outline of both their primary source document and that of the group with whom they switch sources. | | | |

\*Since my students are currently on holiday, I haven’t had a chance to implement this lesson yet, but I look forward to implementing it upon our return.