


## 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> Nicole Glover	<b>Grade:</b> 11
<b>Subject:</b> History	<b>Location:</b> Richmond, VA
<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>This lesson would take place in the beginning of the unit "The United States since World War II" objective whereby students would demonstrate knowledge of the Civil Rights movement of the 1950s and 1960s compared to the struggle of Civil Rights today. Students will use "The Covenant with Black America" by Tavis Smiley and selected articles, videos, current events from today.</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>Students will complete a KWL comparing Civil Rights of the 1950's/1960's to Current issues 2019-2021.</li> <li>As a group, the students will be given the QFocus picture and then individually complete the Primary Analysis Tool and share out their responses to the group.</li> <li>After reading the Statement of Purpose by Marian Wright Edelman for the book "The Covenant with Black America" by Tavis Smiley, they will revisit their questions to see if they have answered some, prioritize questions and do further research to get answers.</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>Students will have discussion regarding what they have read and how it answers any questions they may have had from the QFocus Primary Source and completing the Tool</li> <li>Questions will be used to drive reflection after reading the text, and content within The Civil Rights History Project: Survey of Collections and Repositories</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><b>LINK:</b>  <a href="https://www.loc.gov/resource/cph.3a16224/">https://www.loc.gov/resource/cph.3a16224/</a></p>  <p>LOC Source "Composite of four photographs relating to the Civil Rights movement during the 1950s and 1960s"</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>It seemed to be a great picture to use to introduce our unit topic. The picture was a conversation starter.</i></p>

<p><b>Tailoring Instructions:</b> <i>Share any adaptations or tailoring to the standard QFT process or categorization, prioritization, or reflection instructions that you are planning.</i></p> <ul style="list-style-type: none"> <li>• <b>Categorization Instructions:</b> Describe what you observe and list them on the Primary Analysis Tool</li> <li>• <b>Prioritization Instructions:</b> Top 3 questions that you want to know</li> <li>• <b>Reflection Questions:</b> Discuss what you think is happening, your opinions</li> <li>• <b>Other:</b> NA</li> </ul>	

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>
<p><b>Student Questions:</b></p> <p>Has Civil Rights changed since the 1950s/1960s?</p> <p>As a nation are we still struggling with Civil Rights?</p> <p>Why is there a need for Civil Rights?</p> <p>Have your Civil Rights been violated?</p>
<p><b>Student Reflections:</b></p> <ul style="list-style-type: none"> <li>• African American are still being treated as slaves.</li> <li>• Current laws are modern day violations of Civil rights.</li> <li>• Why do certain groups have to fight so hard to be treated the same? This is in direct contrast to the “Pledge of Alliance”</li> </ul>
<b>TEACHER REFLECTIONS</b>
<p><b>Reflect on your lesson design and how well it achieved your objectives.</b></p> <p>No actual reflection as I teach Exceptional Education (Math). But when discussing this topic with friends how people react truly depends on their upbringing, current resident and how they view right and wrong (fair, equal).</p>
<p><b>Which student questions stood out to you? Why?</b></p> <p>The student questions were actually based on a discussion with family, friends who helped me with trying to implement the lesson.</p>
<p><b>Overall, what did you learn from this experience? What questions do you now have?</b></p> <p>I found the primary sources and QFT process intriguing. This is definitely a tool/process I think could benefit students when conducting research and charging them with taking accountability in their own learning.</p>