

Typhoid Mary * 5th grade * Gifted Education

LESSON OVERVIEW			
Name: Ashley Barefoot	Grade: 5th	Subject: Gifted Ed	Location: Hattiesburg, MS
Context & Purpose: <p>The proposed lesson plan is part of a series of lessons designed to teach 5th grade gifted students in Mississippi about the differences between primary and secondary sources and how to use them to provide new knowledge or understanding in a particular area -- in this case, past and present pandemics. (IL 5.2) <i>Prior</i> to this QFT lesson is a sequence of lessons designed to introduce students to primary and secondary sources, the QFT, and the Library of Congress. <i>This</i> QFT lesson plan will use the story of Typhoid Mary as a hook to engage students in the study of past and present pandemics. <i>After</i> this QFT lesson, students will analyze several primary source images related to past pandemics (typhoid, diphtheria, influenza, etc.) using different analysis tools (QFT, ORQ, spiralling questions, etc.), reflect on the current COVID-19 pandemic and its connections to past pandemics, create their own primary sources about their experience living and going to school during the COVID-19 pandemic of 2020-2021, and discuss how they think their work could be preserved for future study by historians.</p>			
Lesson Procedure: <ol style="list-style-type: none"> Day 1: Students will view a QFocus in 4 parts: image 1, caption 1, related image 2, caption 2. Students will observe each part of the QFocus for up to 1 minute, then produce questions as each layer is revealed. Once all 4 parts are revealed, students will improve and/or add questions based on connections they infer between the two prompts. Day 1: As a class, students will select 3 priority questions that they feel will help them learn more about Typhoid Mary. Day 2: Students will work in groups with pre-selected primary and secondary sources to locate answers to their priority questions. Each team will share their answers with the rest of the class to generate shared background knowledge. Day 2: Students will reflect on their learning. Days 3-5: Students will continue with the Past Pandemics unit plan, analyzing other related primary sources and inferring how diseases are spread and what public health measures can be taken to slow contagion. For their final project, students will create their own primary sources (photos, journals, art pieces, video diaries, etc.) about their experience living during the COVID-19 pandemic, decide how they wish to share them now (classroom website or social media page, school display cases, Flipgrid video recordings, etc.), and discuss how they think their work could be preserved for future study by historians in the decades to come. 			
Next Steps (i.e. how student questions will be used after the QFT): <ul style="list-style-type: none"> Once the class has selected their 3 priority questions, student groups will each be given a different set of primary and secondary sources to locate answers to their priority questions (paper copies or digital links to the LOC Research Guide to Typhoid Mary, Chronicling America newspaper articles, and the books Terrible Typhoid Mary and Fever). Each team will share their answers with the rest of the class to generate shared background knowledge. As new questions arise from the research, students can add them to the shared Google doc (or by adding post-it notes to the easel paper or whiteboard). If there are any questions left unanswered, discuss ways students could continue their research. 			
Question Focus: <p><i>Note: This QFocus will be presented in 4 parts using this slidedeck link (images and captions ONLY).</i></p>		Reflect on your QFocus: <p>I knew I wanted to use the story of Typhoid Mary as a jumping off point for studying how public health measures were employed to contain the spread of disease during past pandemics, with the ultimate goal of having students connect historical events with the current COVID-19 pandemic and create their own primary sources about their experiences this school year. I soon realized that I had multiple objectives that I wanted to achieve and that I needed to break things down into a series of lessons. Having never worked with primary sources or the QFT before, I struggled with finding the right QFocus (was 2 too many to start with?) and the right time to use it. I searched for a "simpler" QFocus but struggled to find one that fit the objective and that I wasn't already using in another part of my unit. It took a lot of reflection, thoughtful use of the Lesson Planning Workbook, and feedback from the discussion groups to settle on what I hope will be an effective plan.</p>	

LINK:

<https://chroniclingamerica.loc.gov/lccn/sn83045389/1915-07-11/ed-1/seq-43/>



LINK:

<https://chroniclingamerica.loc.gov/lccn/sn83045389/1915-07-11/ed-1/seq-42/>

Before the QFT lesson, I will introduce the concept of primary and secondary sources to students and have them sort through several to learn how to distinguish between them (IL 5.1). Then, I will introduce students to the QFT with a few short sessions, guiding them through the process as a whole group until they're ready to perform the QFT on their own in small groups. I'm thinking about using the [Free to Use and Reuse Sets](#) from the Library of Congress for QFocus prompts to keep with the primary source theme.

After the preliminary groundwork is laid with these pre-lessons, I can use a slightly modified QFT (incorporating more observation time from the TPS Analysis Tool) with these 2 images. I plan to layer image 1, caption 1, image 2, caption 2 (no text!) to see if students make any inferences about the relationship between the two images. By choosing the prioritization instruction, "Choose 3 questions that you feel will help us learn more about the cook/woman in the pictures," I hope to guide students to the next steps (research) where students explore the story of "Typhoid Mary" by using pre-selected primary and secondary sources to find the answers to their priority questions (IL 5.2).

While this research step concludes the QFT portion of the [unit](#), students will continue to analyze other primary sources about past pandemics (typhoid, diphtheria, influenza, etc.) using other tools (TCI's spiraling questions, the TPS Analysis Tool, See-Think-Wonder, etc.) It will be my first time using these tools with students as well. I am curious to see if my students and I prefer one tool to another or find different instances where one tool seems more beneficial than another. I can't wait to see what we discover!

Tailoring Instructions:

- **Categorization Instructions:** Standard (*label questions as close-ended or open-ended, discuss advantages and disadvantages, and then change one open-ended to closed and one close-ended question to open*)
- **Prioritization Instructions:** Choose 3 questions that you feel will help us learn about the cook/woman in the pictures. (This convergent instruction is meant to guide students to explore the story of Typhoid Mary using the pre-selected primary and secondary resources to meet standard IL 5.2. Students will have a chance to explore more divergent questions later in the unit.)
- **Reflection Questions:** As a class, we will discuss the following 4 questions and student volunteers can share their answers aloud: *How do you feel about asking questions? What did you learn from someone else's question? What do you understand differently now about how typhoid is spread? What's a new question you're taking away from today?* After a debriefing discussion, students will choose one of the questions to answer in writing as an exit slip.
- **Other:** At the end of the unit, I think I may ask students which tool(s) they preferred (See-Think-Wonder, TCI's spiraling questions, ORQ/TPS Analysis Tool, the QFT) or what they learned from using each one.

Note: I have not implemented my lesson plan yet, but I plan to do so in August-September 2021. I will introduce students to the QFT in May 2021 so my students and I can begin to learn how to use this powerful tool! I'm brainstorming interesting end of the school year QFocus prompts.