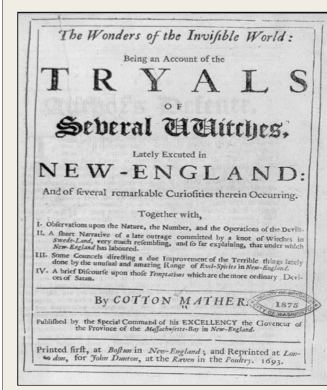


QFT with Primary Sources: *The Crucible*

**Feel free to edit, adapt, or amend this template as is most helpful to you.*

LESSON OVERVIEW			
Name: Rebecca A. King	Grade: 11	Subject: English	Location: Pikeville, Kentucky
<p>Context & Purpose: <i>This lesson is designed to introduce <i>The Crucible</i> and help students place the work within the context of history. The questions generated will be used to guide students' reading and interpretation of the play. Ultimately, I will ask students to evaluate the extent to which Miller's depiction of events is accurate.</i></p>			
<p>Lesson Procedure: <i>Share the sequence of learning activities before, during, and after the QFT</i></p> <ol style="list-style-type: none"> 1. The QFT will be used to introduce <i>The Crucible</i>. Students will generate questions based on the QFocus and I will post those questions on the wall so that students may seek answers as they watch and read the play. 2. After each act, students will engage in an online discussion board to consider which of their questions have been answered, to what extent they have been addressed and how using specific evidence from the text. 3. Students will conduct research using library of congress resources http://salem.lib.virginia.edu/home.html and https://blogs.loc.gov/law/2020/08/evidence-from-invisible-worlds-in-salem/ to find evidence from the original trials to support and dispute the story Miller tells. (Final product will be an essay in which students evaluate to what extent Miller accurately portrays events in the Salem Witchcraft Trials.) 			
<p>Next Steps (i.e. how student questions will be used after the QFT):</p> <ul style="list-style-type: none"> • Students will use the QFT questions which are not answered during the course of the play to guide their research at the end. • Students will reflect on and attempt to answer QFT questions after each ACT. 			
<p>Question Focus: <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>Reflect on your QFocus: <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>Q-Focus</p> <p>Cotton Mather</p> <p>I cannot indeed resist the conviction that he looked upon the occurrences in the Salem trials with secret pleasure, and would have been glad to have had them repeated in Boston. C. W. Upham</p>		<p><i>I paired these texts for the QFocus because I wanted students to recognize the two sides of the issue. An attempt to get students to question the validity of the witchcraft trials as Upham does.</i></p> <p><i>Another option for QFocus is transcribed court files from the actual trials--next time, I will most likely go that direction.</i></p>	
<p>LINK: Title Page of Cotton Mather Narrative Cotton Mather and Witchcraft</p>			

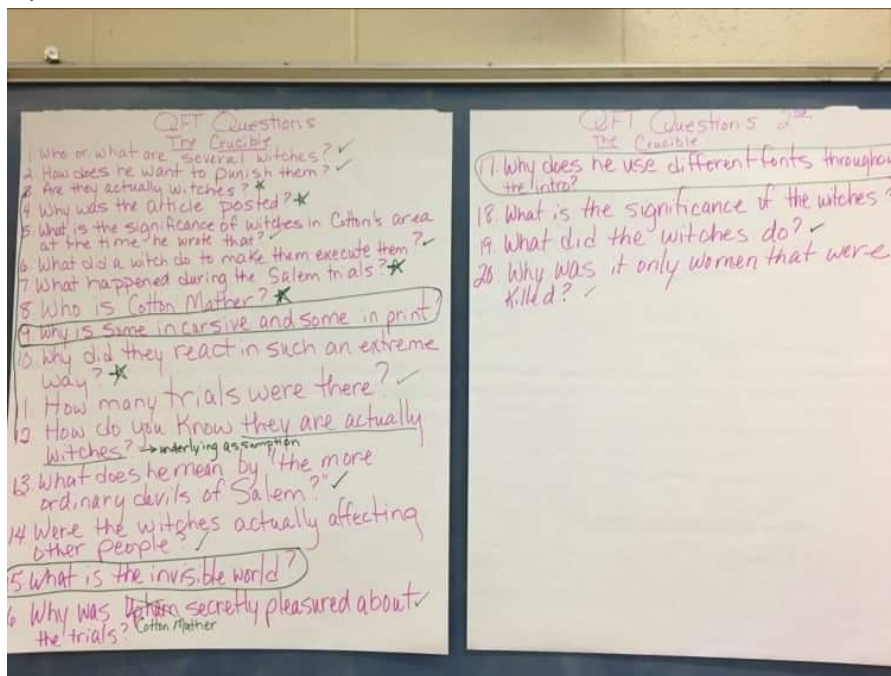
Tailoring Instructions:

1. **Categorization Instructions:**
2. **Prioritization Instructions:** Review the questions you have generated and select the one question that will be most helpful in discovering how and why humans react to situations and people with hysteria. Our goal will be to discover to what extent the events in the Crucible are an accurate representation of human nature.
3. **Reflection Questions:** To what extent did generating questions prior to reading help increase your interest in the events of the play?
4. **Other:**

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?

