

## 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> Val Ford	<b>Grade:</b> 11th	<b>Subject:</b> Library Media/US History Collaboration	<b>Location:</b> Virginia
<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>The student will demonstrate knowledge of the Civil Rights movement of the 1950s and 1960s by describing the importance of the Civil Rights Act of 1964. This learning cycle is at the beginning of the unit. The purpose of using QFT is to encourage student inquiry, research, engagement and active learning.</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 be given access to a digital K-W-L Chart to list what they know in the first column (K) and then what they wonder (W) in the second column about the Civil Rights Movement of the 1950s and 1960s. This activity will take place before the QFT.</li> <li>Students will then be introduced to the QFT using a primary source picture from the Library of Congress. The QFT rules will be discussed. Students will work in small groups and follow the QFT rules. The library media specialist will collaborate and facilitate with the content teacher. Students will observe a primary source document QFocus image from the Library of Congress. They will then ask questions and record them in a Padlet. Students will then improve and prioritize their questions. This activity will take place during the QFT.</li> <li>Students will then be asked to choose three questions that they are most curious about to delve deeper and answer. These questions will form the basis of our inquiry unit after the QFT. A Playlist of digital databases, eBooks and online reference resources will be made available to students. These will be used to complete the learn (L) column after the QFT. The information will also form the basis for slides that students will create in a Google Slides presentation about the Civil Rights Movement for a culminating project which will be presented to the class.</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 will be included in a formative assessment to determine student learning based upon the objective.</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><a href="https://www.loc.gov/pictures/resource/cph.3c25806/">https://www.loc.gov/pictures/resource/cph.3c25806/</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 because it is provocative. It also draws the observer to engage in the details of the image and what to know more.</i></p>	
<p><b>LINK:</b></p>			

**Tailoring Instructions:** *Share any adaptations or tailoring to the standard QFT process or categorization, prioritization, or reflection instructions that you are planning.*

- **Categorization Instructions:**
- **Prioritization Instructions:** Students will be asked to choose three questions that they are most curious about.
- **Reflection Questions:** Students will be asked:
  - What did you learn?
  - How did you learn it?
  - How are you thinking differently now about Civil Rights?
  - How can you use what you learned about questions?
- **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?**