

QFT-Primary Source Lesson Plan Template*

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

LESSON OVERVIEW

Name: Wanda Anderson **Grade:** 11 **Subject:** English **Location:** Richmond, VA

Context & Purpose: 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.

This lesson is at the beginning of the Unit on Slavery and Freedom using the anchor text "The Narrative of the Life of Frederick Douglass" and other excerpts from Sojourner Truth and Harriet Jacobs as supporting documents. The student objectives are to analyze various historical texts and determine the author's choices, intent, rhetorical features, and audience, to make a connection with the topic.

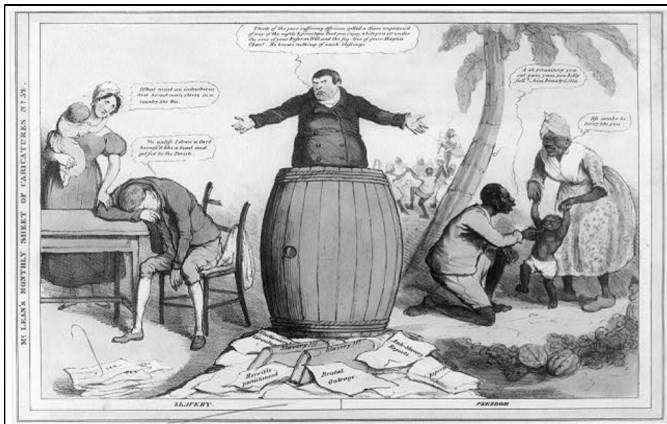
Lesson Procedure: Share the sequence of learning activities before, during, and after the QFT

1. Students will complete a KWL about Frederick Douglass and slavery
2. 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.
3. After reading the speech from Frederick Douglass "What is to the Slave the 4th of July?" and other excerpts, they will revisit their questions to see if they have answered some, prioritize questions and do further research to get answers.

Next Steps (i.e. how student questions will be used after the QFT): Share your tentative plans for using student questions to drive subsequent learning

- 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
- Questions will be used to drive reflection after reading the other excerpts from Sojourner Truth and Harriet Jacobs.

Question Focus: 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.



LOC Source "Slavery Freedom" by M George, British Cartoonist

Reflect on your QFocus: You might consider why you chose this image, alternative QFocus options, earlier QFocus drafts or process you went through to develop it, etc.

While it is a British cartoon, I think it depicted what we know and see about slavery and subsequent freedom in one picture for students to review. It seemed to be a great picture to use to introduce our unit topic.

LINK: [LOC Source "Slavery Freedom" by M George, British Cartoonist](#)

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

- **Categorization Instructions:** Describe what you observe and list them on the Primary Analysis Tool
- **Prioritization Instructions:** Top 3 questions that you want to know
- **Reflection Questions:** Discuss what you think is happening, your opinions
- **Other:** NA

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:

Do the slave people really understand them being free?
When did this happen?
What does any of the text say?
When did this happen, was Frederick Douglass alive?
What fruit/vegetable is on the floor?
Who is the guy in the middle?
Why is there a pole in the papers on the left?
Did they get along after slavery?
What is the man On the right doing or saying to the baby?
Who is the man to them?
Why is that man in the middle/on top of everything?
Why are the people dancing in the background?
Why does the man look like he is sleep?
What are i assume the parents doing with their kid?
What are the papers?
What if those papers are for the guy like what if those are his bills?

Student Reflections:

- Slavery is ending
- Something happened to make the people on the other side to be worried people dancing on freedom

- It appears the man in the center is making a comparison between the state of slavery versus what would happen if slaves were freed.
- And apparently the man in the barrel is the one who is fighting for the rights of people of color. For example: Africans, since at this time they were slaves.
- And to our right we apparently see a white supremacist who lost the right to have a slave.
- To our right we see a couple of African descent who are apparently free.
- In the back you can see how slavery is still present.
- the man in the middle looks angry, the man on the left looks exhausted and the family on the right looks happy
- the man in the middle may be angry, he is stressing them out and they are in trouble
- A dictator, they had a rough week, the black people are poor, the black people must've won the
- argument, the lady holding the child is trying to comfort the man.
- they look stressed, the lady holding the baby is trying to wake the man up, they look tired, one of the family is happy that slavery is over

TEACHER REFLECTIONS

Reflect on your lesson design and how well it achieved your objectives.

When I discussed my ideas and thoughts for this lesson plan with my co-teacher, she loved the concept and agreed that it fit the objectives perfectly and as a good, solid lead in to our Unit topic and was impressed by how it increased student engagement.

Which student questions stood out to you? Why?

When did this happen, was Frederick Douglass alive? They were making a connection to our anchor text/author without being directed to do so.

Did they get along after slavery? I wondered what this student was thinking and his perception of history after slavery ended (Jim Crow Laws, segregation, discrimination, BLM, etc).

Do the slave people really understand them being free? Very insightful for a 17 year old to wonder if the freed slaves understand the ramifications of that "supposed" freedom and how their lives might play out in history.

Overall, what did you learn from this experience? What questions do you now have?

I learned that by using the QFT method to enhance my instructional delivery, opened up a whole new world for some of my students and their learning and how they engage with literature and history. Asking them to share versus telling them what we wanted them to know and the responses were amazing !!