QFT-Primary Source Lesson Plan Template\*

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

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| **LESSON OVERVIEW** | | | |
| **Name:**  **Stacey May** | **Grade: 7** | **Subject: World History** | **Location: Ashland Middle School** |
| **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.*  I plan to use this lesson to link our studies of the Scientific Revolution, Exploration and the Americas. We will have studied the Scientific Revolution and the Americas. Our next unit will be on Exploration. We will focus on the compelling question “What was the impact of the Exploration on History?” in that unit.  Kentucky Standards:  7.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions related to the growth and expansion of civilizations between 600-1600.  7.H.CE.1 Analyze the causes and effects of the Renaissance, Scientific Revolution and the Enlightenment.  7.G.HI.2 Examine ways in which one culture can both positively and negatively influence another through cultural diffusion, trade relationships, expansion and exploration | | | |
| **Lesson Procedure:** *Share the sequence of learning activities before, during, and after the QFT*  Prior to this lesson, students have learned about early American cultures and the scientific revolution. Students are familiar with QFT and have completed the process in class.  Step 1: We will do a quick review of what we have learned about the Scientific Revolution and the Americas. Students will complete this through a brainstorming activity by very quickly listing key concepts they remember from our studies.  Students will use the presentation to guide their process. [Teacher Presentation](https://docs.google.com/presentation/d/1CCKAqow5dYKdwc5FxU3fc9D08ps07C9R0iGBIvHPHWo/edit#slide=id.gcd5fde1938_1_0) [Student Work Guide](https://docs.google.com/presentation/d/11zXXLJO4je6_zZ67r4nlj2VrjBFoCRygu2Wgyq94P3U/edit#slide=id.gd36af6fa88_0_59)  Step 2: Students will start the QFT process using the QFocus “[Map of the Western World](https://www.loc.gov/resource/g3290.ct007243/?r=-0.308,0.08,1.559,0.958,0)”.  Step 3: After looking at the “Map of the Western World”, I will have students look at the source, “[The First Voyage”](https://www.loc.gov/resource/cph.3g01727/). I will have students generate questions from this document.  Step 4: I will then display [Christophe Columb parmi les Indiens](https://www.loc.gov/pictures/item/93504854/)  Step 5. I will have students classify questions as open questions and closed questions. Then, I will have them change an open to a closed and a closed to an open.  Step 6: I will have students prioritize questions, keeping in mind our compelling questions, “What impact did Exploration have on History?” | | | |
| **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*   * **I will use student questions to design my unit on Exploration. Students will research and complete activities to help them illustrate the impact of Exploration. Their final project for the unit will be to create a source (ie. painting, drawing, illustration for a textbook, newspaper article, webpage) that could be used to depict the impact of exploration.** | | | |
| **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.*    **LINK:** https://www.loc.gov/resource/g3290.ct007243/?r=-0.008,0.26,1.083,0.625,0 | | **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.*  I chose this QFocus because it ties in our current units of the Scientific Revolution, the Americas and Exploration. I chose to leave the QFocus as is and give minimal information to see the thinking process of students and gauge understanding of what they see.  I will also have students use the following sources to add to their initial list of questions:  [The First Voyage](https://www.loc.gov/resource/cph.3g01727/)    [Christoph Colomb parmi les Indiens](https://www.loc.gov/pictures/item/93504854/)    We will reflect back on these sources for the final project for the unit. | |
| **Tailoring Instructions:** *Share any adaptations or tailoring to the standard QFT process or categorization, prioritization, or reflection instructions that you are planning.*   * **Categorization Instructions: After Brainstorming questions, Students identify questions as closed or open. They will then change an open to a closed and a closed to an open question.** * **Prioritization Instructions: After generating questions, students will be instructed to prioritize their top 3 questions that will help determine the impact that Exploration had on the world.** * **Reflection Questions (After unit): What was the impact of Exploration on the world? Did our sources give an accurate portrayal of the time period? How might our last illustration be different if they were created by someone from an Early American culture?** | | | |

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](https://tpsteachersnetwork.org/album/73879-qft-primary-source-lesson-plans-march-2021), please consider adding and sharing some of the information below in addition to your plan above:

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| **LESSON OUTCOMES** |
| **Student Questions: (Sample Questions)**  Map of the Western World: Did the inventions and land have to do with the Scientific Revolution? What is the person pointing to? Who was the first to design maps? What do the Roman Numerals Represent? Why is the printing press there? What is this supposed to represent? What do the terms mean?  The First Voyage: Why are the people blocked off? Are they leaving or coming back? Why is he holding a cross? Who is the lady in the dress? What is the priest doing? Why are they traveling?Why is he holding a cross? Is she royal?    Christoph Colomb parmi les Indiens: Who is the guy in the red and why is he important? Why does he appear to be looking away? Are they praising the guy in the middle? Is that gold? Why are the people dressed differently? Are they at war? Does the boat belong to the men? Why is she offering the baby? |
| **Student Reflections:**  We are just starting this lesson at the time the lesson plan is due. In class, students were able to draw conclusions about why I chose the three sources to share. |
| **TEACHER REFLECTIONS** |
| **Reflect on your lesson design and how well it achieved your objectives.**  I believe my lesson design was effective in helping achieve my goals. I wanted to see if students could make connections in what we have studied, create questions and infer information about the sources. This activity helped me assess prior knowledge that students may have about Columbus and exploration. I was able to see that they have a very basic understanding of the topic. |
| **Which student questions stood out to you? Why?**  I really didn’t have specific questions that stood out to me. I was surprised at the basic knowledge students had about the pictures. I thought with their background knowledge from elementary school they might infer what the sources were about, but most did not. This showed me that I will need to start at a basic level of instruction. |
| **Overall, what did you learn from this experience? What questions do you now have?**  This was a valuable learning experience for me. I had used QFT in the classroom before, but I had only used quotes or a single source. This helped me see how to use different sources to make connections with content. |