

Gr #6 QFT-Lesson Plan: Single Use Plastics by J Suter

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

LESSON OVERVIEW			
Name: John Suter	Grade: 6Th - 8TH	Subject: American History (STEP Days)	Location: The Haverford 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.			
During the School year right before Thanksgiving, the school participates in STEP Days (Solving the Earth's Problems). In the 6th grade our subject is single use plastics and the environmental harm they cause. The boys will be given a QFocus that includes a political cartoon and an image of children playing in pollution or living with pollution.			
 Lesson Procedure: Share the sequence of learning activities before, during, and after the QFT 1. The Haverford School - middle school will be participating in STEP (Solving the Earth's Problems) days Monday and Tuesday before Thanksgiving Break. There is an introduction and 7 periods of instruction and exploration. The sixth grade will be working on plastics and pollution. 			
 After discussing ground rules The boys will be given a QFocus that includes a political cartoon and an image of children playing in pollution or living with pollution. Individually write as many questions as you can in 5 minutes. Group work consolidates questions with a group of students(2-3) 10 minutes. Questions presented by each group on post it notes around images on the back board of classroom, later moved into the hallway. 			
 student will work in pods (2-3 per pod) 2x3ft post-it note sheets (poster sheet) groups pick an image and a cartoon develop a group name (must connect to their image and cartoon) work on questions individually then work as a group to get ten questions on their poster next each group member thinks of creative alternatives (Come up with three ideas) internet research for a company right now addressing this issue using their creative alternative 			
3 English Working with the Book Me and Marvin Gardens by Amy Sarig King			
4. Science class will work with the book Flush by Carl Hiaasen - Oceans and plastic pollution			
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 • Recognize creative alternatives to the problem • Student action after issue identified • Ensure sustainable consumption and production patterns			



Reflect on your QFocus: You might consider why you chose **Question Focus:** Must include at least one primary source from loc.gov. Whenever possible, please embed this image, alternative QFocus options, earlier QFocus drafts or the image/primary source here AND include the link. process you went through to develop it, etc. Include additional text or caption only if it is part of your QFocus. LOC.gov search for single use plastic, changed to pollution. Found great political cartoons then searched for images with The Impact of Single Use Plastics on the Environment children of the boys' age or younger dealing with plastic pollution. Thanksgiving is an important holiday for the United States and for our school to be thankful for what we have, but also to be aware that others need help. LINK: https://docs.google.com/presentation/d/105RQYyjRyNg FBGFIxYTM0ee4cpxxuPP JrzHqCAd78A/edit?usp=sha rina

Tailoring Instructions: Share any adaptations or tailoring to the standard QFT process that you are planning.

Categorization Instructions: The boys love displaying their work, group names (team names) were very

important.

- Prioritization Instructions:
- Reflection Questions:
- Other: Two images and a quote.

While you are <u>not</u> 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 <u>Question Formulation Technique for Primary Source Learning group</u>, please consider adding and sharing some of the information below in addition to your plan above:

LESSON OUTCOMES

Student Questions:

Do the companies have to be using our creative idea exactly?

Student Reflections: The size of the problem is amazing, I bet if everyone worked on it, it would still take forever.

TEACHER REFLECTIONS

Reflect on your lesson design and how well it achieved your objectives. https://www.herbblockfoundation.org/ getting to use higher resolution images

Which student questions stood out to you? Why? Do these people have to live there? Empathy was triggered. Understanding how a worldwide problem may take options away from others or force migration.



A Catalyst for Microdemocracy

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