**REVIEWING QFT CLASSROOM EXAMPLES**

Directions:

* Review each step in the example. Look at how the steps in the process connect to each other.
* Write your observations about each section in the chart below.
* Share in your group your observations, comments, and questions.

|  |  |  |  |
| --- | --- | --- | --- |
| STEPS | 5th grade EXAMPLE | HS EXAMPLE | YOUR OWN or a Colleague’s QFT |
| Content listed |  |  |  |
| Question Use |  |  |  |
| The Question Focus (QFocus) |  |  |  |
| The questions students produced |  |  |  |
| Prioritization Instructions |  |  |  |
| Outcomes or reflections |  |  |  |
| What could come next in the inquiry cycle? |  |  |  |

**5th grade Social Studies**



**Teacher:** Joshua Beer

**Grade:** 5

**Location:** New Hampshire

**Topic:** Geography

**STUDENT QUESTIONS (PRIORITY)**

Student A

* Why do limes have high prices? (O)

Student B

* Why would lime lovers feel squeezed by high prices? (O)
* Is it only Mexico and US that feels squeezed? (O) \*

Student C

* Can limes be for helping people that are hurt? (C)
* Can limes be for curing sickness? (C)

Students categorize as…

(C) = Closed

(O) = Open

\* Categorizing questions is a skill that needs to be taught as can be seen in the mistake in student B’s second question

**CONTENT:** Middle of unit

This QFT took place in the midway point of the study on Mexico and relations between Mexico and the U.S.

Standards **-** Geography learning standard

* SS:EC:3: Cycles in the Economy - SS:EC:6:3.2: Recognize the effects of inflation on people
* SS:EC:5: International Economics and Trade - SS:EC:8:5.4: Examine the effects of changing economies on international trade
* SS:GE:1: The World in Spatial Terms - SS:GE:6:1.2: Apply the spatial concepts of location, distance, direction, scale, movement, and region
* SS:GE:2: Places and Regions - SS:GE:8:2.2: Illustrate the connections among regions

**QUESTION USE:**

* Class discussion prior to listening to the NPR podcast to help understand the connections between geography, economics and culture

**QUESTION FOCUS (QFOCUS):**

*“In Mexico and U.S., Lime Lovers Feel Squeezed by High Prices”*

(Courtesy of NPR.org 3-26-14)

**PRIORITIZATION INSTRUCTIONS:**

“Choose the three most important or most compelling questions.”

**OUTCOMES:**

“I learned how to make better questions.” – student reflection

“It’s like I’m the teacher.” – student reflection

**High School: Global History**



**Teacher:** Ariela Rothstein

**Grade:** 9-12 (transition school)

**Location:** New York, NY

**Topic:** British Imperialism in Iran

**STUDENT QUESTIONS (PRIORITY)**

Group A:

1. How did the quit affect Persia?
2. How did British imperialize Persian/Iran tobacco?
3. How long did it take for the Persians to quit smoking after the British control?

Group B:

1. Why was smoking an issue?
2. Was smoking a part of religion and tradition?
3. Were there any other supplements?

Group C:

1. Did Persia stop manufacturing tobacco products as a result in 1891?
2. How did the British get control over tobacco?

Group D:

1. Why did they do a boycott for tobacco?
2. Where was tobacco found in Iran?
3. What was the effect after the boycott was finished?

**CONTENT:** Middle of unit

The unit covers Sharia law, colonialism/ imperialism, Iran, and a political writing project. This QFT was used after colonialism/imperialism was introduced.

**QUESTION USE:**

* Students used their QFT-generated questions as a reading guide for the reading.

**QUESTION FOCUS (Q-FOCUS):**

*“As a result of British imperialism taking control of tobacco in Persia/Iran, Persians quit smoking in 1891.”*

**PRIORITIZATION INSTRUCTIONS:**

* Three most important questions as a historian
* One important question from a different perspective/ point of view

**OUTCOMES:**

* Lower-level students persevered through the difficult reading
* Higher-level students could be pushed to read more difficult text to find the answers to their QFT-generated questions