

## QFT-Primary Source Lesson Plan Template

LESSON OVERVIEW			
<b>Name:</b> Michael Leapley	<b>Grade:</b> 10 <sup>th</sup> -12 <sup>th</sup> Grade	<b>Subject:</b> AP US History	<b>Location:</b> Aberdeen, South Dakota
<p><b>Context &amp; Purpose:</b> The topic of this lesson is the role of religion in the American Revolution. It is the first lesson that will start a unit on the American Revolution where we will analyze all of the political, sociological, philosophical, and <i>religious</i> reasons for the “Great American Experiment.” Since this will be the first lesson in the unit, the QFT will be used as a tool to get students introduced to the topic and will serve as a gateway into the unit’s content. The QFT will occur at the start of the lesson. It will help students gain basic context and set them up for exploring their own questions about the role of religion in the American Revolution.</p> <p>Objective(s): The student will be able to recognize religious elements and themes in art and documents from the American Revolution. The student will be able to develop their own conclusion on the role of religion in the American Revolution by exploring their own questions and analyzing primary sources.</p>			
<p><b>Lesson Procedure:</b></p> <ol style="list-style-type: none"> <li>1. I will display the <a href="#">QFT rules</a> and go over them with my whole class because this will be the first time we have used this activity.</li> <li>2. Students will be arranged into small groups, and I will display the QFocus (Gostelowe Standard No, 10, c. 1776) without a caption.</li> <li>3. Students will begin a QFT in small groups and after 5 minutes I will display this caption: “<i>Gostelowe Standard No. 10, c. 1776. A battle flag used in the American Revolution which carries a religious inscription.</i>”</li> <li>4. With this new knowledge, students will complete the QFT by generating new questions, categorizing, and then prioritizing by choosing three questions that they feel will help us learn about the role of religion in the American Revolution.</li> <li>5. Students will reflect on their priority questions within their small groups by answering these questions: What did you notice about the sequence of your own priority questions? Where did the priority questions appear in your small group’s list?</li> <li>6. Students will share their three priority questions with the rest of the class by writing them on the whiteboard.</li> <li>7. Students will individually pick three questions from the whiteboard that they will explore in more detail. Students will be encouraged to pick a question with an overarching focus and then two questions that fall underneath its umbrella.</li> <li>8. Students, as a whole class, will reflect on the overall process by considering this question: How did the QFT help you think about the impact of religion on the American Revolution?</li> <li>9. Students will individually begin doing research on their questions if time permits. Students will be directed to the Library of Congress exhibition on <a href="#">Religion and the Founding of the American Republic</a> to analyze more primary sources so they can find answers to their questions.</li> <li>10. Students will need to find and cite at least one primary source that helps answer each of their three questions.</li> <li>11. Students will have the duration of the next class period as work time for this project.</li> </ol>			
<p><b>Next Steps (i.e. how student questions will be used after the QFT):</b></p> <ul style="list-style-type: none"> <li>• As mentioned, students will use the product of the QFT as research questions that will be answered in the project for the next lesson.</li> <li>• Students will have the next class period to work on answering their three research questions.</li> <li>• Students will be directed to <a href="#">Religion and the Founding of the American Republic</a>, which is an exhibition on the Library of Congress website. They will be required to find and cite at least one primary source that helps answer each of their three questions. This next step will give my students further practice in analyzing primary source documents.</li> </ul>			

**Question Focus:**



“Gostelowe Standard No. 10, c. 1776. A battle flag used in the American Revolution which carries a religious inscription.”\*

\*Caption will be revealed halfway through QFT

**LINK:** <https://www.loc.gov/exhibits/religion/f0307s.jpg>

**Reflect on your QFocus:**

I chose this QFocus because it clearly demonstrates that at least some of those colonials fighting in the American Revolution did so with religious motivations. I believe that the *Gostelowe Standard No. 10* will be able to generate some great questions regarding the role of religion in the American Revolution. “Resistance to tyrants is obedience to God” is a bold and new claim in world history, so this picture is rich for exploration.

I chose a picture, rather than a document, because from my own experiences of participating in a QFT I have found that it is easier to generate questions from something visual. Pictures are meant to be interpreted in the eye of the beholder, so divergent thinking and question generation comes more naturally.

Very early on I realized that if I presented this QFocus without context or a caption, questions would be skewed away from the topic of the American Revolution. While still promoting both divergent and convergent thinking, I decided to start the QFT without a caption and then reveal the caption halfway through. This is the best of both worlds.

**Tailoring Instructions:**

- **Categorization Instructions:** I will follow the standard instructions for QFT since this will be the first time we have implemented it.
- **Prioritization Instructions:** Students will prioritize their questions within their small group by choosing three questions that they feel will help us learn about the role of religion in the American Revolution. These three questions will also be ones that they feel they can research.
- **Reflection Questions:** Students will take the time to reflect within their small groups with these questions: What did you notice about the sequence of your own priority questions? Where did the priority questions appear in your small group’s list? Then students will share their prioritized questions with the whole class on the whiteboard. Then students will individually pick three questions from the whiteboard that they want to research. Then we will reflect again as a whole class and reflect on this question: How did the QFT help you think about the impact of religion on the American Revolution?
- **Other:** N/A

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:

\*Although I have not implemented this lesson in a classroom, I can include the data that I gathered from Session 3.2 Discussion Board: Testing Your QFocus – Group 1.

**LESSON OUTCOMES**

**Student Questions:**

**Pre-Caption**

- Who’s flag is this?
- Is this an image of an actual military flag?
- Do the 13 stars represent the 13 US colonies?
- Isn’t the armor anachronistic?
- How was this used?
- Is this a flag?
- What does the cloud mean?
- Is the arm holding the sword a knight?
- Is the white cloud really a wig- like the people wore a long time ago?
- If I resist tyrants am I being a good person?
- Does God expect me to resist tyrants?
- How do I know if they are tyrants?

**Post-Caption**

- Did Americans fly this flag during the Revolution?
- Did Americans believe that they were being obedient to God by rebelling?
- Did God make them rebel?
- Who is Gostelowe?
- Are there other standards?
- What does the religious inscription mean?
- Why do the people think that obedience to God is important?

**Student Reflections:** N/A

**TEACHER REFLECTIONS**

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

I think my QFocus was successful in generating questions that can serve as research questions which explore the role of religion in the American Revolution. As one can see from the list of student questions, many of them hit on religious themes and elements. I was impressed that some of the questions were relevant to religion prior to the caption. But the caption really helped students hone in on the desired topic.

**Which student questions stood out to you? Why?**

One of the questions that stood out to me was, “Does God expect me to resist tyrants?” because it hits on the religious overtones of the picture before revealing the caption. Any of the generated questions that addressed the role of religion in the Revolutionary War stood out to me, because I was hoping that students could be naturally led to researching this topic through their own questions. “Did God make them rebel?” was another powerful and rich question for exploration.

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

I learned a lot from this experience. I learned that it is important for the teacher to sometimes let go of control and let the students be in charge of their own learning. It is very powerful for students to have ownership in the topic and direction of their learning. With the right QFocus and prioritization instructions, the teacher can even guide students in the right direction in order to achieve lesson and unit objectives. The only question I have is for myself: How can I incorporate QFT into more of my lessons?