

QFT-Primary Source Lesson Plan Template\*

LESSON OVERVIEW			
<b>Name:</b> Ms. Orr	<b>Grade:</b> 12	<b>Subject:</b> Social Sciences	<b>Location:</b> North Charleston
<b>Context &amp; Purpose:</b>  <b>The American Dream</b> <i>Students will be able to:</i> <ul style="list-style-type: none"> <li>analyze, interpret, and conduct research with digitized primary source documents</li> <li>19th and 20th century social life in the United States using digitized documents from the Library of Congress</li> <li>define, present and defend their ideas about what the American Dream has been, through the decades</li> <li>relate what they have uncovered from inquiry and research to their own American Dream</li> <li>examine United States Government domestic and foreign economic policy</li> </ul>			
<b>Lesson Procedure:</b> <i>Share the sequence of learning activities before, during, and after the QFT</i> <ol style="list-style-type: none"> <li>Prior knowledge and skills: QFT rules, open and close questions, group work, rules and roles e.g. respect and acceptance of all questions, roles as scribe, writer, artist, recorder.</li> <li>Before: students will have completed a U.S. Government course, which outlines the basic format of the structure of the federal system and its relationships with state and local governments.</li> <li>During: students in AP Macroeconomics will learn the definition of macroeconomics and the role of government officials (elected and non-elected) enacting economic policies that affect daily livelihoods.</li> <li>Investigate a brief video titled “Katzenjammer Kids” and brainstorm how it connects to the topic. In their table groups they will write their thoughts, statements about the primary source and change them into open and close questions</li> <li>Students categorise questions as open and close and share their questions with the whole class. Working <i>in pairs they will identify how various individuals define “the American Dream.”</i> They will choose 1 question from each source for research and presentation.</li> </ol>			
<b>Next Steps (i.e. how student questions will be used after the QFT):</b> <i>Share your tentative plans for using student questions to drive subsequent learning</i> <ul style="list-style-type: none"> <li><b>Inquire/ Research following questions using their library resources and present their findings in any suitable form e.g. written report, oral presentation, drawings, model/maps using interactive media.</b></li> <li><b>What is “the American Dream?”</b></li> <li><b>How does it play a role with voters and their belief or non-belief in the “idea” of the American Dream?</b></li> </ul>			

**Question Focus:**



**Summary**

The Captain gets a life insurance policy and gives it to his wife. In gratitude she makes him a pie. The Katzenjammer Kids play a trick on the Captain and sneak toads into his pie so that he would think his wife is trying to poison him.

**LINK:** <https://www.loc.gov/item/00694023/>

**Reflect on your QFocus:**

*I chose this video because not only did I want the students to be entertained, I also wanted to think of how others who are not citizens of the United States also define "the American Dream."*

**Tailoring Instructions:**

- **Categorization Instructions:** label your questions with yes and no as close and open.  
  
Discuss questions among your table group and
- **Prioritization Instructions:** 1-Try changing one open question to close and one close question to open. 2-Choose a question that interests you and leads you to find images, meanings, and information.
- use library resources to research your questions.
- share your findings with the class.
- **Reflection Questions:** identify the first thing that came to your mind after watching the video; what was the most interesting and enjoyable part of this lesson ? Was there anything new that you learnt ?. What other things you would like to learn about weather?What other resources can we explore to find our answers, and better present our information to our class.what was most helpful in doing group work.

<b>LESSON OUTCOMES</b>
<b>Student Questions:</b>
<b>Student Reflections:</b>
<b>TEACHER REFLECTIONS</b>
<b>Reflect on your lesson design and how well it achieved your objectives.</b>
<b>Which student questions stood out to you? Why?</b>
<b>Overall, what did you learn from this experience? What questions do you now have?</b>