

QFT-Primary Source Lesson Plan Template*

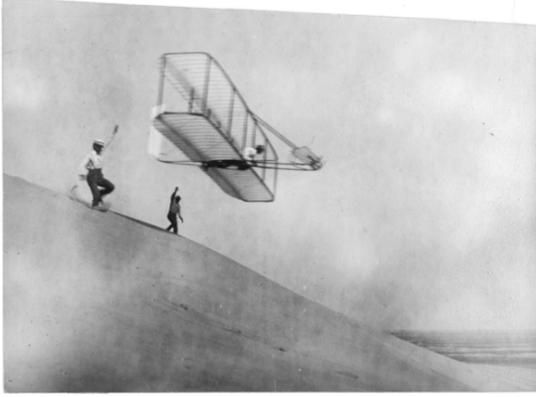
**Feel free to edit, adapt, or amend this template as is most helpful to you.*

LESSON OVERVIEW			
Name: Joey Buyske	Grade: 7th/8th	Subject: Flight	Location: Ronan, MT
<p>Context & Purpose: <i>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></p> <p>This will be our introduction to the history of flight in our Flight and Space class. It will be implemented at the beginning of this unit as well as being the first time using the QFT.</p>			
<p>Lesson Procedure: <i>Share the sequence of learning activities before, during, and after the QFT</i></p> <ol style="list-style-type: none"> 1. Before - Students will be given an introduction to the unit and then the QFT and what it is, along with a sample activity to get them comfortable asking questions and speaking up in front of their peers. 2. During - I will display the two photos of the Wright Brothers' planes at Kitty Hawk and will record student questions. They will be viewing both photos simultaneously and asking questions on both. The students will then identify open- and closed-ended questions and change 2-3 to the other type. 3. After - As a group we will choose three questions for further research. 			
<p>Next Steps (i.e. how student questions will be used after the QFT): <i>Share your tentative plans for using student questions to drive subsequent learning</i></p> <ul style="list-style-type: none"> • Once the three questions have been identified, students will break up into groups to research answers to these questions to present in a medium of their choosing: Google Doc, Slides presentation, or poster in Google Drawings. 			
<p>Question Focus: <i>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.</i></p> <p>Photo 1:</p>  <p><small>http://loc.gov/pictures/item/200186439/ Library of Congress</small></p>		<p>Reflect on your QFocus: <i>You might consider why you chose this image, alternative QFocus options, earlier QFocus drafts or process you went through to develop it, etc.</i></p> <p>I chose these two images as a visual reminder that perseverance goes a long way. Also, it is visual evidence of where manned flight began in the United States and the trials and tribulations the Wright brothers had to go through in order to find success.</p>	

LINK:

<https://www.loc.gov/static/classroom-materials/inventive-wright-brothers/documents/glider.pdf>

Photo 2:



<http://www.loc.gov/resource/mwright.04033#eq-30>
Library of Congress

www.loc.gov/teachers

LINK:

<https://www.loc.gov/static/classroom-materials/inventive-wright-brothers/documents/kittyhawk3.pdf>

Tailoring Instructions: *Share any adaptations or tailoring to the standard QFT process or categorization, prioritization, or reflection instructions that you are planning.*

- **Categorization Instructions:** Once initial questions have been generated and identified as open- or closed-ended, students will switch 2-3 questions from one to the other.
- **Prioritization Instructions:** Students will be directed to choose three questions that we could research further.
- **Reflection Questions:** Once finished, students will provide their own responses to the following reflection questions:
 - How do you feel about asking questions?
 - What did you learn from someone else's question?
 - What do you understand differently now about the genesis of flight in America?
 - What's a new question you're taking away from today?
- **Other:**

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:

LESSON OUTCOMES

Student Questions:

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