QFT-Primary Source Lesson Plan Template\*

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

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| **LESSON OVERVIEW** | | | |
| **Name:**  Kylie Pancich | **Grade:**  6 | **Subject:**  Geography/SS | **Location:**  CRA Middle School  Helena, Montana |
| **Context & Purpose:**  The proposed lesson plan is part of unit about urban sprawl in which the essential question students will be investigating throughout the unit in *How does urban sprawl affect people and the planet?* This lesson will be taught at the beginning of the unit to spark the interest/excitement for students and will provide information to me as the teacher to better understand the knowledge students have about urban sprawl. | | | |
| **Montana Standards:**  (3)   The geography content standards for sixth through eighth grade are that each student will:  (a)   construct and analyze maps using scale, direction, symbols, legends, and projections to gather information about regions across the world;  (b)   identify the location of places and regions in the world and understand their physical, political, and cultural characteristics;  (c)   analyze maps and charts from a specific time period to understand an issue or event;  (d)   explain how the environment and geographic features have affected people and how people have affected the environment throughout Montana, the United States, and the world. | | | |
| **Lesson Procedure:**   1. Day 1: Students will be introduced to the vocabulary words in this unit. Students will complete an assignment where they are instructed to include the definition, a drawing of meaning of the word, and write a sentence with the vocabulary word in it. The vocabulary words are: metropolitan area, rural fringe, suburb, urban core, urban fringe, & urban sprawl. 2. Day 2: Students will begin the QFT process. Students will be presented the image of Portland, OR first and will formulate questions, identify closed/open ended questions and determine three priority questions for this unit about Portland, OR. Students will create questions based off of the vocabulary words from the previous day and any other questions they might have about the map. 3. Day 3: Students will be assigned to read the portion of the text (TCI: Chapter 5, Sections 2 & 3) to learn about the city of Portland, OR. Students will learn about the challenges the city faced due to the growth in population in the 1970’s, how the city dealt with the challenges, and learn how the city planned for future growth to determine whether it was a good/bad choice in which option they chose. 4. Day 4: Students will continue the QFT process. Students will be presented the image of Atlanta, GA and will formulate questions, identify closed/open ended questions and determine three priority questions for this unit about Atlanta, GA. Students will create questions based off of the vocabulary words from the previous days and any other questions they might have about the map. 5. Day 5: Students will be assigned to read the portion of the text (TCI: Chapter 5, Sections 6 & 7) to learn about the city of Atlanta, GA. Students will learn about the challenges the city faced due to the growth in population in the 1990’s, how the city dealt with the challenges, and learn how the city planned for future growth to determine whether it was a good/bad choice in which option they chose. 6. Day 6: Students will investigate the challenges Helena, MT is currently going through due to urban sprawl and will create a plan for the future of the city’s growth. | | | |
| **Next Steps (i.e. how student questions will be used after the QFT):**   * Students will work together to identify the challenges Helena, MT is facing due to urban sprawl. * After the challenges have been identifies students will work together to come up with a variety of ideas that the city could consider for future growth. * Ideas will be shared between groups and students will determine which plan they feel is best for the city, create a blueprint of the city, and present it to the class. * If possible, a city planner may be invited into the classroom to discuss/present the concepts the city finds important to consider and explain the process the city is going through currently regarding the topic. | | | |
| **Question Focus:**  **LINK:**  <https://www.loc.gov/item/75694939/> (Portland, OR)    **LINK:**  <https://www.loc.gov/item/75693190/> (Atlanta, GA) | | **Reflect on your QFocus:**  These images were selected because they show students that before the time period they are studying each city was already large. The students can also see the urban core, urban fringe, rural fringe, metropolitan area, & suburbs in these images which will better help students understand the vocabulary words for this unit. | |
| **Tailoring Instructions:** *Share any adaptations or tailoring to the standard QFT process that you are planning.*   * **Categorization Instructions:** Students may categorize questions based off of the vocabulary words. * **Prioritization Instructions:** Students should first have a knowledge of the vocabulary words. * **Reflection Questions:** What did you learn? How can cities grow expand when they are already large? Why is it important for cities to consider different options when planning for future growth? * **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](https://tpsteachersnetwork.org/the-question-formulation-technique-qft-for-primary-source-learning/qft-primary-source-lesson-plans-july-2021), please consider adding and sharing some of the information below in addition to your plan above:

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| **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?** |