

LESSON OVERVIEW			
<b>Name:</b> Kimberly King	<b>Grade:</b> 3rd	<b>Subject:</b> STEM	<b>Location:</b> Montana
<b>Context &amp; Purpose:</b> The QFT lesson itself is intended to give students an opportunity to learn more <i>the history of the Macy's Day Parade, as well as, engage students in learning more about the engineering, design, and construction of the parade balloons.</i>			
<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>Day 1- Students individually will produce questions based on 2 primary sources. Sources will be staggered. Students will sticky notes to write questions on. ( 2 different colors for 2 different primary sources). Students will then be placed in groups for the remainder of day one's lesson. Next, students will improve questions in groups. Students will identify closed and open questions from each group member's questions. Students as a group will move sticky notes onto chart paper and place them into open and closed categories. Groups will share out questions to the class.</li> <li>Day 2- Students will choose three closed questions to research and share-out to build collective background knowledge. Students will use these websites to collect the information: <ul style="list-style-type: none"> <li><a href="#">How Stuff Works</a></li> <li><a href="#">Macy's Day Parade</a></li> <li><a href="#">History Channel- All Things Macy's Day Parade</a></li> <li><a href="#">Balloon Stats</a></li> <li><a href="#">Meet the Balloonastics</a></li> <li><a href="#">Making the Balloon</a></li> </ul> </li> <li>Day 3- Groups will prioritize questions based on the history of the Macy's Day Parade and STEM like questions.</li> <li>Next Steps will take 3 days</li> <li>Final Day - Students will reflect on their learning.</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>When prioritizing questions students will collect and incorporate the history of the parade into learning about the design, engineering techniques and constructing of their own parade balloon or mini float.</li> <li>Students will research their priority questions using a <a href="#">playlist</a> of resources I curated.</li> <li>Students will then learn more about <a href="#">inflation fundamentals</a>, <a href="#">balloon designs</a>, <a href="#">float design</a>, and <a href="#">sculpting design</a>.</li> <li>Students will create/ construct their very own mini parade float or parade balloon.</li> </ul>			

**Question Focus:** *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.*



*"Thanksgiving in New York," The Detroit Tribune (Detroit, MI), November 30, 1963.*



*"A Familiar Figure Walks Down Broadway," New York Times (New York, NY), December 8, 1935, p. RPA6. Detail from microfilm.*

**LINK:**

- [Holiday Parades: Thanksgiving Tradition that Signals Holiday Season- 1962](#)
- [A Familiar Figure Walks Down Broadway." 1935](#)
- [Giant Clown was a Star of the 1950 Parade](#)

**Reflect on your QFocus:** *You might consider why you chose this image, alternative QFocus options, earlier QFocus drafts or process you went through to develop it, etc.*

<p><b>Tailoring Instructions:</b> <i>Share any adaptations or tailoring to the standard QFT process or categorization, prioritization, or reflection instructions that you are planning.</i></p> <ul style="list-style-type: none"> <li>• <b>Categorization Instructions:</b></li> <li>• <b>Prioritization Instructions:</b></li> <li>• <b>Reflection Questions:</b></li> <li>• <b>Other:</b></li> </ul>	

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:

<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>