


QFT-Primary Source Lesson Plan Template*

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

LESSON OVERVIEW			
Name: Teresa Rose	Grade: 3rd Grade	Subject: Social Studies	Location: Gardnerville, Nevada
<p>Context & Purpose: SS.3.1 Students will analyze how geographic features around the world impact the movement of goods; they will study how and why people migrate from one place to another.</p> <p><i>This is a portion of a Native American studies unit where we look at and compare several different tribes - where they live, what their homes are like, what foods they eat, and other cultural differences.</i></p>			
<p>Lesson Procedure: Share the sequence of learning activities before, during, and after the QFT</p> <ol style="list-style-type: none"> 1. Together we will review the GFT process and expectations. 2. In their table groups, students will have the opportunity to view the primary source documents one at a time. 3. Each table to complete the QFT process, asking questions with a scribe writing them all down. They will continue the process by marking the questions open/closed, the changing questions to the other type. 4. As a group they will determine their priority questions that will help them to learn about Native American migration. 5. Each student will be responsible for adding a question from their group to the Google Slide document. 6. Through the unit, we will check off/answer questions and complete that page of the Google Slides. 7. At the end of the unit, if there are further questions that were not answered they will be assigned to students to research. 8. Students will show what they have learned by completing a writing assignment. They will have the option of writing a narrative or informative writing using the question database to refer back to. 			
<p>Next Steps (i.e. how student questions will be used after the QFT): Share your tentative plans for using student questions to drive subsequent learning</p> <ul style="list-style-type: none"> • Students will submit their priority questions to a Google Slide document. From their we will answer them through the unit or by doing research for those that were not addressed. • Students will use these questions/answers to help them to complete their final writing project. • If the local tribe is able to come for a presentation (as they have done in the past) this data base of questions will be available for students to use to ask the presenters. 			
<p>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.</p> 		<p>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> <p><i>At first I'd thought about just using the second image, but I was concerned that it didn't reflect a migration process completely. By using the first image, they get the sense that people are moving and can begin to think along those lines. Then, once they are shown the second image, they will have more focus questions.</i></p>	



LINK: <https://www.loc.gov/item/2002716775/>
<https://www.loc.gov/pictures/item/91713201/>

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

- **Categorization Instructions:**
- **Prioritization Instructions:** Priority questions will be based on those that students feel are going to be beneficial to understanding why/when/where/how Native Americans migrated to new areas.
- **Reflection Questions:**
 - How can you use what you learned about questions?
 - What have you noticed about questioning since we last used QFT?
 - How has your questioning changed since starting QFT?
 - What new questions do you have about this topic?
- **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: This unit isn’t covered until November

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?