

QFT-Primary Source Lesson Plan Template*

LESSON OVERVIEW			
Name: Rachal Edwards	Grade: 6-8th	Subject: Social Studies	Location: Clinton, Montana
<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><i>This would be a beginning lesson for a unit on Native Americans.</i></p> <p>Objective: <i>There is great diversity among the twelve sovereign tribes of Montana in their languages, cultures, histories, and governments. Each tribe has a distinct and unique cultural heritage that contributes to modern Montana.</i></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. Q1 process- discussion on human-environment interaction and how that is one aspect that makes tribes distinct from each other 2. Research priority questions to fill in the SPICE chart on 2 MT tribes 3. Q2 process- discussion and Prezi lesson on the Salish: Continue researching priority questions 4. Q3 process- video about Pow-Wows 5. Q4 process- discussion of language and culture in contemporary times; Video on Salish walk to the Bitterroots. 6. Finish SPICE chart 			
<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"> • Questions will be used in class discussion and mini-research assignment using the SPICE chart 			
<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>Q 1 - https://www.loc.gov/item/90707595/ https://www.loc.gov/item/93501215/ https://www.loc.gov/resource/cph.3g08859/ https://www.loc.gov/item/90710167/</p> <p>Q2 - https://www.loc.gov/resource/stereo.1s14630/</p> <p>Q3 - https://www.loc.gov/item/2003652796/</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>I tried to find Qfocus images with limited background and 'busyness' to guide students to develop questions on the topic at hand.</i></p>	

Q 4 -



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

- **Categorization Instructions:** Students will be categorizing each series of Qfocus questions into Open and Closed-ended and then practice changing the form of one of each.
- **Prioritization Instructions:** Students will choose 3 priority questions that help them to learn about the differences among tribes and what makes them unique.
- **Reflection Questions:** Class discussion and writing prompt on these questions:
- What did you learn from someone else’s question?
- What do you understand differently now about Native American tribes?

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?