QFT-Primary Source Lesson Plan Template\*

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

| **LESSON OVERVIEW** | | | |
| --- | --- | --- | --- |
| **Name: Gwen Couture** | **Grade: 9th** | **Subject: Native American Studies** | **Location: Flathead Reservation MT** |
| **Context & Purpose:**  *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.*    This will be included in the middle of a unit on the reservation era and its impacts on Montana tribes.  Objectives; Describe how land was transferred from Montana’s tribe to the US Government and settlers  Describe the different reactions tribes had to the treaty negotiations and the encroachments of outsiders  Analyze the impact the reservations had on the traditional economics, cultural, and social customs of the different tribes  Describe why the reservations did not match the original parameters of the treaties and describe the role the tribes played in the changes to the treaties. | | | |
| **Lesson Procedure:** *Share the sequence of learning activities before, during, and after the QFT*   1. Lecture: on the process of making a treaty from both the US Government and the tribal government perspectives and the motivation to use treaties now rather than other methods. 2. Group activity looking at the creation of the seven reservations in Montana. Present to class-original creation, land size, method, dates..I will have prepared readings, maps, and treaties for the groups to do a quick read. This will work much like a jigsaw presentation. 3. QTF : Maps of the original territories, original land reserved in treaties, executive orders for the tribes, and the map of today’s reservation boundaries | | | |
| **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*   * **Students will each choose two of their questions to research and present on.** | | | |
| **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.*  *Montana Tribal Territories in 1879 This map is 20 years after the Treaties of Hellgate (Flathead Reservation) and Lame Bull (Blackfeet Reservation) were signed. This other map is shows the current Tribal Land (Reservations) in Montana.*  [*Montana Tribal Territories*](https://www.loc.gov/resource/g4250.cws00190/?r=-0.416,-0.038,1.812,0.847,0)    **LINK:** | | **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.*  *I have a few different maps, but end with this map because it not only shows that reservations were decreased in size AFTER the treaties and other agreements were made but it shows the multiple reservations in Montana. I have students from every reservation in Montana and this allows them to ask questions that are directly related to either where they are currently living or where their family is from. I hope this makes it more relevant and their questions will reflect this with more depth.* | |
| **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:** * **Reflection Questions:** * **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:

| **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?** | | | |