

QFT-Primary Source Lesson Plan

LESSON OVERVIEW			
<b>Name:</b> Paola Gagliardo	<b>Grade:</b> 4th	<b>Unit:</b> Migration	<b>Location:</b> Portland, OR
<p><b>Context &amp; Purpose:</b>            This lesson will be presented half way through our Migration Unit, and will focus on the conflict and consequences when immigrants arrive.            This QFT lesson is designed to help students learn about the effects of the Westward Expansion in the United States, and inquire more in depth into the conflict between Native Americans and Colonists.</p>			
<p><b>Lesson Procedure:</b> <i>Share the sequence of learning activities before, during, and after the QFT</i></p> <ol style="list-style-type: none"> <li>1. Students observe the image and create a list of questions (at least 12).</li> <li>2. Students will share their questions to their partner and will improve their questions.</li> <li>3. Students will choose 3 closed-ended questions and will use classroom resources to research the answers.</li> <li>4. Students will choose 3 open-ended questions and will use the thinking routine "Circle of Perspectives" to answer them.</li> <li>5. Next Steps</li> <li>6. Reflect on their learning.</li> </ol>			
<p><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></p> <ul style="list-style-type: none"> <li>• Students will continue researching about conflict between Native Americans and colonists during the Westward Expansion. They will create a chart comparing the opportunities and challenges for each group.</li> <li>• Students will use a variety of resources (videos, books, maps and journals of pioneers) to answer their questions.</li> <li>• Students will present their findings either writing a narrative from the perspective of the Pioneers or Native Americans.</li> </ul>			
<p><b>Question Focus:</b></p> <div style="text-align: center;">  </div> <p><i>Print shows an allegorical female figure of America leading pioneers westward, as they travel on foot, in a stagecoach, conestoga wagon, and by railroads, where they encounter Native Americans and herds of bison.</i></p> <p><b>LINK:</b> <a href="https://www.loc.gov/resource/ppmsca.09855/">https://www.loc.gov/resource/ppmsca.09855/</a></p>		<p><b>Reflect on your QFocus:</b> <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>This image contains very important elements that will help students understand the consequences for both Native Americans and Pioneers when they moved west. They have to pay close attention and spend time looking at the details of the source since there is a lot going on.</i></p> <p><i>Students will have to analyze the meaning of each element in the image to gain a complete understanding of the context.</i></p> <p><i>I already used this image as a primary source before, but there were some things I will add next time to make it more effective such as a short caption so students will be more engaged.</i></p> <p><i>Also, I will take more time to analyze each element of the image so students can learn more in depth.</i></p>	

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

- **Categorization Instructions:**

1. Categorize your questions into closed-ended and open-ended.
2. Determine which closed-ended questions help us to learn more about this topic. You will keep those closed-ended questions for research.
3. Change closed-ended questions into open-ended questions.

- **Prioritization Instructions:**

1. Choose 3 closed-ended questions that you think will help us learn about the migration to the West and its consequences. (Westward Expansion).
2. Choose 3 open-ended questions that you think will help us learn about the migration to the West and its consequences. (Westward Expansion).

- **Reflection Questions:**

1. What did you learn about asking questions?
2. How do you feel about asking questions?
3. What do you understand differently now about the consequences of people moving West?

- **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:**

**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?**

