QFT-Primary Source Lesson Plan Template\*

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

| **LESSON OVERVIEW** | | | |
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| **Name:**  **Sheila Orzechowski** | **Grade: 11** | **Subject: US History** | **Location: Helena, 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 lesson will be part of a larger unit on the 1970’s. We will spend 3 days on the Watergate scandal. The purpose of using this QFocus is to introduce Richard Nixon’s role in the cover-up of the break-in. Students will have previously learned the basic information about the break-in and the Nixon administration’s initial response. | | | |
| **Lesson Procedure:** *Share the sequence of learning activities before, during, and after the QFT*   1. Students will watch and discuss a [video](https://www.youtube.com/watch?v=IHnmriyXYeg&t=233s) and a [timeline](https://www.history.com/topics/watergate-scandal-timeline-nixon) covering the events up to the revelation by John Dean that President Nixon had recordings of every conversation that took place in the Oval Office. As they are viewing these sources, they will be paying close attention to evidence of President Nixon’s role in the break-in. 2. I will project the QFocus on the screen and students will work in small groups to ask questions about the image. 3. In their small groups, students will categorize and prioritize their questions. They will share their three most important questions on a Google doc shared with the whole class. | | | |
| **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 watch the rest of the video and timeline. They will look up any additional sources as needed to answer the Priority Questions.** * **Students will reflect on the process.** * **In small groups, students will discuss the following questions:**   + **Is there evidence that President Nixon planned/ordered the break-in?**   + **Should the President of the USA be required to turn over recordings of private conversations?**   + **Do you agree with President Nixon’s decision to resign?** | | | |
| **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.*  [*“I am Not a Crook” - Herblock's History: Political Cartoons from the Crash to the Millennium | Exhibitions - Library of Congress*](https://www.loc.gov/exhibits/herblocks-history/crook.html) | | **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.* | |
| **Tailoring Instructions:** *Share any adaptations or tailoring to the standard QFT process or categorization, prioritization, or reflection instructions that you are planning.*   * **Categorization Instructions:**    + I do not plan to make any adaptations to the Categorization process. Students will follow the standard procedure of labeling questions as “Open” or “Closed”. They will change one open-ended question to closed and vice-versa. * **Prioritization Instructions:**    + I will ask students to choose three questions that are best for helping us learn about this topic.   + I may do a second round where students will be asked to choose three questions that are best to begin a classroom discussion. * **Reflection Questions:**    + I do not plan to make any adaptations to the Reflection process. Students will answer the following as an Exit Ticket:     - What did you learn?     - How did you learn it? * **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?** | | | |