

## QFT-Primary Source Lesson Plan Template\*

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

LESSON OVERVIEW			
<b>Name:</b> Angie Kruger	<b>Grade:</b> 7	<b>Subject:</b> SS (Geography)	<b>Location:</b> Classroom
<p><b>Context &amp; Purpose:</b> <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>Students will be able to explain how Europe is adapting culturally, economically, and politically to immigration.</p>			
<p><b>Lesson Procedure:</b> <i>Share the sequence of learning activities before, during, and after the QFT</i></p> <p><i>This lesson will take place over the course of a week.</i></p> <ol style="list-style-type: none"> <li>1. Begin unit with QFT. Students will be given the QFT without a question first, then the same QFT with a caption. We will discuss context and why it matters when trying to analyze materials.</li> <li>2. Students will record priority questions in their ss notebooks</li> <li>3. I will read Zaida's story and introduce the materials they will be exploring in order to answer their questions and the guiding question of 'How is Europe adapting culturally, economically, and politically to immigration?'</li> <li>4. Students will show what they learned by creating an interview with an official from the European Union or the United Kingdom explaining which approach to immigration is best for their Union and why. Students will have the option to use some of the student-created questions from the QFT in their interview</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>• <b>Students will record the priority questions in their ss notebooks. In groups they will work with the materials provided to find answers to their questions and discuss ways to represent their learning in their interview project. Students may use QFT questions in their interview.</b></li> </ul>			
<p><b>Question Focus:</b> <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><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>One of the topics students will be considering in this unit on European immigration is why Brexit happened, and how Europe as a whole is responding to immigration. I think this image is very provocative with the imagery used in the propaganda poster.</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:**
- **Prioritization Instructions:**
- **Reflection Questions:**
- **Other:**

**At the moment, I plan to use the QFT “by the book” since I’m not familiar enough with the process to alter the process.**

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?**

