

QFT-Primary Source Lesson Plan Template\*

LESSON OVERVIEW			
<b>Name:</b> Nicole Haldeman	<b>Grade:</b> 3	<b>Subject:</b> Social Studies	<b>Location:</b> Arizona
<p><b>Context &amp; Purpose:</b>            3.G3.1 Describe the movement of people in and out of Arizona over time. ▪ Key concepts include but are not limited to factors contributing to settlement, economic development, growth of major cities, major economic activities, and land use patterns.            Students will use a map to identify and research land use in Arizona during the 1880s-early 1900s.</p> <p>Social Studies standards focus on the history of Arizona (prehistoric to present day). Students will have background knowledge about Hohokam development and contributions (canals). This lesson will be part of a unit covering the 1880s-1900s, and will focus on Phoenix land use and development.</p>			
<p><b>Lesson Procedure:</b></p> <ol style="list-style-type: none"> <li><u>Before the QFT:</u> In prior units, students create a timeline of events in Arizona history from prehistoric time to 1885.</li> <li><u>During the QFT:</u> Students will work in groups to generate questions related to land use in 1885. Students will have the cropped portion of the image (as shown below) to narrow the focus to the central part of the map. After categorizing open and close-ended questions, students will prioritize three questions which will help them focus their research. Students will work in groups to identify three priority questions which will help them learn more about Phoenix, Arizona land use in 1885.             Students will work in groups to compile research. Possible sources include:  <a href="https://www.phoenix.gov/pio/city-publications/city-history">https://www.phoenix.gov/pio/city-publications/city-history</a>  <a href="https://azlibrary.gov/arizona-almanac/arizonas-chronology">https://azlibrary.gov/arizona-almanac/arizonas-chronology</a></li> <li><u>After the QFT:</u> Students view the original image with the insets and map key for additional information. Students compare maps to identify changes in land use from 1885-present day. Students participate in Heritage Square’s Traveling Trunk field trip to learn more about Arizona’s 5 C’s (climate, cotton, citrus, cattle, copper) and changes in Arizona over time. <a href="http://heritagesquarephx.org">Field Trips &amp; Traveling Trunks   Heritage Square (heritagesquarephx.org)</a></li> </ol>			
<p><b>Next Steps (i.e. how student questions will be used after the QFT):</b>            After the QFT, students will have access to the full image in the Bird’s eye view. Students will make connections between the Hohokam development of canals, farming, and the Arizona economy. Student questions dig deeper into the following ideas: How and why was the city of Phoenix organized? What types of plants and animals were in this map? How and why did Phoenix change between 1885-early 1900s?</p>			
<p><b>Question Focus:</b></p>  <p><i>Map Showing Land Use in Phoenix, Arizona in 1885</i></p> <p><b>LINK:</b> <a href="#">Bird's eye view of Phoenix, Maricopa Co, Arizona</a></p>		<p><b>Reflect on your QFocus:</b></p> <p>The Arizona Social Studies standards include a connection between history, geography, and economy. Using a map, students have the opportunity to see Phoenix in 1885, and will be able to make connections and comparisons to land use in the 21st century.</p> <p>I originally chose the primary source “Bird’s Eye View of Phoenix, Maricopa Co, Arizona” from LOC and decided to crop the image after receiving feedback from peers and students.</p> <p>I added the caption to direct attention to the land use and clarify the focus.</p>	

**Tailoring Instructions:**

- **Categorization Instructions:** After generating a list of questions, identify the questions that are close-ended (C) and those that are open-ended (O). Change close-ended to open-ended, and change open-ended to closed. Students take time to discuss question types in groups and then participate in a whole class discussion to debrief the process and importance of reflecting on the purpose of our questions.
- **Prioritization Instructions:** Choose three questions that will help us learn about land use in Phoenix, Arizona in 1885.
- **Reflection Questions:** What did you learn by changing the question type? How did you decide which questions would help learn about land use? For the questions you did not choose to research, would any of those be helpful for future research in learning more about Arizona's history? How does using a map help you understand history, geography, and economics?