

QFT-Primary Source Lesson Plan Template*

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

LESSON OVERVIEW			
Name: Linda Burrows	Grade: 4th	Subject: Social Studies	Location: Phoenix, Arizona
<p>Context & Purpose: <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>This proposed lesson plan is the introduction to a unit on Colonial North America. The lesson and unit will examine the various countries that were involved in North American in the 17th and 18th centuries along with making comparisons, developing an understanding of the eventual conflict, and the patterns of settlement and interactions with indigenous peoples.</p>			
<p>Lesson Procedure: <i>Share the sequence of learning activities before, during, and after the QFT</i></p> <ol style="list-style-type: none"> 1. Day 1: Students will be divided into 4 groups. <ol style="list-style-type: none"> a. Each group will receive a part of the QFocus map. Students will have a couple of minutes to observe their part of the map and produce questions. Students should have the ability to zoom in to see the finer details of the map. b. Each group will categorize their questions. Then pick three questions to change from open to close and close to open. The students will then pick three questions total to prioritize for further investigation. 2. Day 2: Students will send one person from their group the previous day to form a new group that will have a member from all four parts of the map. <ol style="list-style-type: none"> a. Each group member will bring their 3 prioritized questions to the new group and share their questions and analysis with the rest of their new group. b. This new group will look at the map as a whole and have a couple of minutes to come up with new questions or using the old questions adapted and revised questions they have now that they see the whole image. c. Students will categorize their new questions and change some open to close and vice versa. Then pick 5 questions to help their group further analyze Colonial North America. 3. Day 3: Students will get back into their groups from day 2 (whole map group), use resources from CommonLit and other classroom resources to create a presentation of their questions on Colonial North America. Each group will share their questions and the questions will be posted around the room. 4. Throughout the unit - As we work through other primary sources, literature in relation to the unit, and other activities, students will get the questions down from the room that have been answered and move them to that space in the room. 5. End of unit reflection. Students will review the map of Colonial North America and reflect - what questions did they have that were answered, what questions did they have that were unanswered, what new questions came up during the course of the unit that helped them better understand the map and Colonial North America. 			
<p>Next Steps (i.e. how student questions will be used after the QFT): <i>Share your tentative plans for using student questions to drive subsequent learning</i></p> <ul style="list-style-type: none"> • Students will use classroom resources, library resources, online resources like CommonLit, to examine the colonial period of North America making sure to read and study multiple perspectives including but not limited to indigenous peoples, enslaved persons, Spanish colonists, French colonists, and American colonists. • https://www.commonlit.org/text-sets/the-american-colonies 			

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.*



LINK:
<https://www.loc.gov/resource/g3300.np000059/?r=-0.167,-0.042,0.411,0.223,0>

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 chose this image because it was a comprehensive map of North America. It also was created during the time period I wanted the students to study. I did find another map (<https://www.loc.gov/resource/g3300.ar004200/?r=0.187,0.329,0.495,0.233,0>) that was later which would make for a good comparison of how things changed and how they stayed the same as the American Revolution drifted closer.

There is a lot going on in this map which is why I chose to crop it into four and allow the students to zoom in to see details. I also then wanted them to analyze the map as a whole, which is the second day of the jigsaw.

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

- **Categorization Instructions:** After generating questions, label each question as open (meaning it may have more than one answer) or closed (it can be answered with one word or yes/no).
- **Prioritization Instructions:** Choose three questions that your group will prioritize for further investigation. On day 2, groups will determine 5 questions from the whole map that they want to investigate further during the unit.
- **Reflection Questions:** What did you learn about all of the peoples involved in North America? How did you group decide which questions were important for learning more about the colonial period? How did this map help you to understand the political issues, social issues, and economic issues of the time?
- **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:

- What do the colors mean?
- What year was the map drawn?
- Why are some of the lines on the map a different color (maroon)?
- What do the blocks of writing say?
- Who drew the map?
- Is that a map key in the lower left-hand corner of the map?
- Why are the lines different colors?
- Why is Mexico in the middle of the US?
- Is that the Atlantic Ocean?
- Why is it called the Western Ocean?
- What does "Parts Unknown" mean?
- What do the paragraphs say?
- When was this map drawn?

- Why don't I see my state on this map?

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?