QFT-Primary Source Lesson Plan Template\*

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

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| **LESSON OVERVIEW** | | | |
| **Name:** Gary Benedix | **Grade:** 9 | **Subject:** AP Human Geography | **Location:** Celebration High School, Celebration, FL |
| **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 take place at the end of unit 2 on population and migration. Standard 2.11 and 2.12 requires students to know about historical examples of voluntary and forced migration. The day before this lesson, students will learn about immigration waves to the United States. The purpose of this lesson is to look at Chinese Immigration to the United States. | | | |
| **Lesson Procedure:** *Share the sequence of learning activities before, during, and after the QFT*   1. QFT Bell Work-Class will begin with students writing down questions about half of the image “A picture for employers” <https://www.loc.gov/pictures/item/2002720432/> After a few minutes, the right side of the image will be displayed, with students continuing to write down more questions. Students will then share some of the questions that they have. 2. After discussing what questions students have on the first image, the QFT strategy will be repeated with an image titled “The anti-Chinese Wall” (<https://www.loc.gov/item/2012645635/> ). Initially students will only see the part of the Chinese dismantling the Great Wall of China. Then I will show the whole image. After students have had a few minutes, we will discuss what questions they have. 3. After going through the questions students will have, students will highlight the main questions they wanted answered regarding the two images. Then, students will be given the Library of Congress links and a link about the Chinese exclusion act in order to answer the main questions they have. | | | |
| **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*   * Next steps could consist of using student questions on an FRQ essay, bell work the next day, a multiple choice question, or use a question in a latter unit when discussing ethnic neighborhoods such as Chinatown. | | | |
| **Question Focus:** *If you are using a primary source as the QFocus,**whenever possible, please embed an image of the primary source here AND include the link. Please also include a citation. The primary source can be from any online collection or archive, as long as you know and can cite the original source/whoever currently owns the rights to that primary source. Keep in mind that* how *you use the primary source impacts whether or not it can be defined as one (i.e. whether or not it was “created at the time under study” according to the Library of Congress.) Include additional text or caption only if it is part of your QFocus.*  **A Picture for Employers:** [**https://www.loc.gov/pictures/item/2002720432**](https://www.loc.gov/pictures/item/2002720432)  A picture for employers. Why they can live on 40 cents a day, and they can't  **The anti-Chinese Wall:** <https://www.loc.gov/item/2012645635/> | | **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 these two images because in unit 3, students need to analyze the cultural landscape and learn about ethnic neighborhoods. I think the “A Picture for Employers” image is a good introduction to Chinatowns. I’m then using the second image in order to look at what life was like for immigrants in the 1800s and the notion of building a wall to stop immigration from coming here. There are many parallels students can draw from this image in regards to today’s political situation regarding immigration. | |
| **Tailoring Instructions:** *Share any adaptations or tailoring to the standard QFT process that you are planning.*   * **Other:** Due to time constraints, students were only given a few minutes to analyze each image and then groups were asked to share their questions. Should a teacher want to use this, it could also work as an introduction to different waves of U.S. migration, as opposed to after learning about the different waves. | | | |

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](https://tpsteachersnetwork.org/the-question-formulation-technique-qft-for-primary-source-learning/recent), please consider adding and sharing some of the information below in addition to your plan above:

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| **LESSON OUTCOMES** |
| **Student Questions:**   1. Where is this? 2. Why is this occurring? 3. Is this the Chinese exclusion act? 4. Why are they coming? 5. Why are they eating rats? |
| **Student Reflections:** |
| **TEACHER REFLECTIONS** |
| **Reflect on your lesson design and how well it achieved your objectives.**  I used this lesson the day after students learn about migration waves to the United States. I though this lesson did a good job looking at the diversity of U.S. immigration and the Chinese exclusion act. |
| **Which student questions stood out to you? Why?** Only one student asked about the Congressional Mortar. That really stood out because it showed real interest in analyzing the second image. |
| **Overall, what did you learn from this experience? What questions do you now have?**  My overall takeaway was that the QFT strategy was successful in having students engage with the two primary sources, ask really insightful questions, and engage in research in order to answer their questions. I will continue to use QFT going forward. |

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