QFT-Primary Source Lesson Plan Template

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| **LESSON OVERVIEW** | | | |
| **Name: Rachelle Strang** | **Grade: 11** | **Subject: US History** | **Location: Kissimmee, FL** |
| **Context & Purpose:**  This lesson analyzes the Native American experience from the nineteenth and early twentieth centuries. Students will explore the Native American experience (SS.912.A.2.7 Review the Native American experience) in the context of forced assimilation at the Carlisle Indian Industrial School. Students will evaluate treatment towards indigenous peoples and ways in which civil and human rights were violated. Students will investigate the ways in which Native Americans persisted through tribulations and violations towards civil rights. | | | |
| **Lesson Procedure:**   1. Students will read and mark the text of the [Indian Removal Act, 1830](https://iowaculture.gov/sites/default/files/history-education-pss-removal-indianremovalact-transcription-excerpts.pdf) in pairs using this graphic organizer for 15 minutes: [HAPPY Graphic Organizer](https://library.mtsu.edu/ld.php?content_id=62889234) 2. Then, instructor will introduce the Question Formulation Technique to students and have students complete a QFT on the QFocus for 30 minutes: [Debating Class, Carlisle Indian School Photo](https://www.loc.gov/resource/cph.3a38482/) 3. The QFT will require students to generate, categorize, edit, and select their questions. 4. Students will generate their questions on large poster paper and each group will share out their priority question to the class. | | | |
| **Next Steps (i.e. how student questions will be used after the QFT):**   * Following the QFT process, students will work in groups to generate a Short Answer Question based on their priority question. Short Answer Questions should contain an a, b, and c with one identity question and two explain questions. Students can use the Collegeboard rubric for reference. * Lastly, students will be assigned another groups’ SAQ to complete individually as homework. | | | |
| **Question Focus:**  **Primary Source:** Debating class, Carlisle Indian School, Carlisle, Pennsylvania    Johnston, Frances Benjamin, photographer. Debating class, Carlisle Indian School, Carlisle, Pennsylvania. Photograph. Retrieved from the Library of Congress, <www.loc.gov/item/98503015/>. | | **Reflect on your QFocus**  While brainstorming and drafting my lesson, I searched for intriguing images that spoke to the Native American experience at Carlisle Indian Industrial School. I feel that students will find interest in the image I selected as it involves a classroom environment. I also wanted to challenge students by having them create AP-style SAQs and use their generated QFocus questions in a meaningful way. | |
| **Tailoring Instructions:** *Share any adaptations or tailoring to the standard QFT process that you are planning.*   * **Categorization Instructions:** In groups, students will categorize their questions to determine relevancy and importance. * **Prioritization Instructions:** Students will select 2-3 priority questions to share with the whole group. Then, students will use their priority questions to frame their Short Answer Questions. | | | |

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