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:**  **Wendi McFarland** | **Grade: 5** | **Subject:**  **Civil Rights** | **Location:** |
| **Context & Purpose:**  *Share your content/topic and/or teaching and learning objectives for this lesson.*  **Essential Question**: Does the Declaration of Independence affirm every United States citizen has “certain unalienable rights?”  SS.5.A.1.1 Use primary and secondary sources to understand history.  SS.5.A.4.6 Describe the introduction, impact, and role of slavery in the colonies.  SS.5.A.6.6 Explain how westward expansion affected Native Americans.  SS.5.CG.1.1 Recognize that the Declaration of Independence affirms that every U.S. citizen has certain unalienable rights. | | | |
| **Lesson Procedure:** *Share the sequence of learning activities before, during, and after the QFT*   1. Zoom in and analyze the primary sources on the slides provided. 2. Record the details you notice and the questions you have regarding each primary source. 3. Keep the essential question in mind as you analyze each document. | | | |
| **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*   * **What connections did you notice across these three primary sources? Similarities? Differences?** * **Decide if the Declaration of Independence affirms every United States citizen has “certain unalienable rights” as it relates to each primary source provided?** * **What other historic moments can you think of that relate to “unalienable rights?”** * **Choose one of the historic events in this lesson or a related historic event to further research and develop a means to share your new learnings.** * **Use the questions you’ve created from this lesson to help guide your inquiry. Make sure they are questions you can research.** | | | |
| **Question Focus:** *.*  **(If applicable) LINK:**  [Resisting Removal](https://americanindian.si.edu/nk360/removal-cherokee/resisting-removal.html#section-12)  [Major General Winfield Scott's Order No. 25 Regarding the Removal of Cherokee Indians to the West | DocsTeach](https://www.docsteach.org/documents/document/scott-order-25)  [Letter from Lewis Cass | DocsTeach](https://www.docsteach.org/documents/document/letter-from-lewis-cass)  [Judgement in Cherokee Nation v. Georgia | DocsTeach](https://www.docsteach.org/documents/document/judgement-cherokee-nation-v-georgia)  [President Jackson's Message "On Indian Removal" | DocsTeach](https://www.docsteach.org/documents/document/jackson-indian-removal)  [Analyzing the Petition Against the Treaty of New Echota | DocsTeach](https://www.docsteach.org/activities/teacher/analyzing-the-petition-against-the-treaty-of-new-echota)  [Trail of Tears/Removal | National Museum of the American Indian (si.edu)](https://americanindian.si.edu/online-resources/trail-of-tears-removal)  [Newspaper headlines of Japanese Relocation | DocsTeach](https://www.docsteach.org/documents/document/newspaper-headlines-of-japanese-relocation) | | **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.* | |
| **Tailoring Instructions:** *Share any adaptations or tailoring to the standard QFT process that you are planning.*   * **Students may work independently or with a partner (ELL Scaffold)** | | | |

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:** |
| **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?** |

[Resisting Removal](https://americanindian.si.edu/nk360/removal-cherokee/resisting-removal.html#section-12)

[Major General Winfield Scott's Order No. 25 Regarding the Removal of Cherokee Indians to the West | DocsTeach](https://www.docsteach.org/documents/document/scott-order-25)

[Letter from Lewis Cass | DocsTeach](https://www.docsteach.org/documents/document/letter-from-lewis-cass)

[Judgement in Cherokee Nation v. Georgia | DocsTeach](https://www.docsteach.org/documents/document/judgement-cherokee-nation-v-georgia)

[President Jackson's Message "On Indian Removal" | DocsTeach](https://www.docsteach.org/documents/document/jackson-indian-removal)

[Analyzing the Petition Against the Treaty of New Echota | DocsTeach](https://www.docsteach.org/activities/teacher/analyzing-the-petition-against-the-treaty-of-new-echota)

[Trail of Tears/Removal | National Museum of the American Indian (si.edu)](https://americanindian.si.edu/online-resources/trail-of-tears-removal)

[Newspaper headlines of Japanese Relocation | DocsTeach](https://www.docsteach.org/documents/document/newspaper-headlines-of-japanese-relocation)

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