

QFT-Primary Source Lesson Plan Template*

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

LESSON OVERVIEW			
Name: Kari Blaylock	Grade: 11th	Subject: US History	Location: Columbus, MT
<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>Lesson Objective: Evaluate American response to the war and the effect on its people, especially women and minorities. This lesson will begin in the middle of the World War II after December 7, 1941 and the signing of Executive Order 9066</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. Start of WWII - September 1, 1939 invasion of Poland and the US stance concerning World War II. Discuss events of war as it gets closer to “home” 2. Chatter and threats in the Pacific and movement of the US towards involvement in the war to the attack on Pearl Harbor creating the declaration of war and eventual issue of Executive Order 9066 (Feb. 1942) authorizing relocation. Two Day QFT starts with a guided version as this process is new using the TPS primary source tool to help observe question, improve, prioritize, evaluate next steps and reflect. Newspaper Image (day 1) Registration (day 2) using this guide TPS Primary Source Tool Following these QFocus activities, follow up with discuss additional impacts after camps close showing a short video from Heart Mountain “All We Could Carry” by Stephen Okazaki. Read a secondary source from the Smithsonian Magazine that talks more specifically about camp life and after camp life. In this magazine article is a drawing by Estelle Ishigo so we will then spend some time addressing that image using the QFT. https://folklife.si.edu/magazine/what-they-carried-when-the-japanese-internment-camps-closed 3. Continue with WWII discussion of war at home and abroad until VJ Day in September 1942; camps eventual closure ordered December 1944 			
<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"> • Next steps student research based on prioritized questions from the QFT Newspaper image, Registration, Video and magazine article. Each student will select a question to further evaluate and reflect ultimately sharing in class using images, presentation or even an artifact or piece of original art. 			

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: potential questions for images {Where are the Japanese going?" "Why are they required to register?" "What happens to the homes of the relocated Japanese?" "Who organized this?" "Is this required?" "Is this legal?" "What do they get to pack or take with them?"}
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?