

QFT-Primary Source Lesson Plan Template\*

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

LESSON OVERVIEW			
<b>Name:</b> Brett Benson	<b>Grade:</b> 7th	<b>Subject:</b> Social Studies	<b>Location:</b> Nebraska
<p><b>Context &amp; Purpose:</b> <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><i>Dust Bowl Migration</i></p>			
<p><b>Lesson Procedure:</b> <i>Share the sequence of learning activities before, during, and after the QFT</i></p> <ol style="list-style-type: none"> <li>1. Establish necessary background information and historical context for Dust Bowl causes and effects</li> <li>2. Conduct station rotation using primary sources from Dust Bowl Migration collection (2 minutes of questions about each source, 5 minutes to write a short diary/journal entry from perspective of person in photograph)</li> <li>3. Students will print the photographs and diary/journal entries in order to create a Dust Bowl migration scrapbook.</li> <li>4. Debrief and share questions and diary/journal entries in small groups</li> </ol>			
<p><b>Next Steps (i.e. how student questions will be used after the QFT):</b> <i>Share your tentative plans for using student questions to drive subsequent learning</i></p> <ul style="list-style-type: none"> <li>• Students will use their questions to drive further inquiry into whether or not the Dust Bowl was avoidable and generate general, relevant conclusions for their individual questions based on their knowledge of Dust Bowl migration.</li> </ul>			
<p><b>Question Focus:</b> <i>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.</i></p> <p><a href="https://www.loc.gov/classroom-materials/dust-bowl-migration/">https://www.loc.gov/classroom-materials/dust-bowl-migration/</a></p> <p><i>Note: I am using only the photographs in this collection that contain people and giving students the caption so they have some context.</i></p> <p><b>LINK:</b></p>		<p><b>Reflect on your QFocus:</b> <i>You might consider why you chose this image, alternative QFocus options, earlier QFocus drafts or process you went through to develop it, etc.</i></p> <p><i>Photographs are effective as a QFocus because there is so much that is "unknown" to ask questions about and they led to a divergent set of questions per student</i></p>	

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

- **Categorization Instructions:** N/A
- **Prioritization Instructions:** N/A
- **Reflection Questions:** N/A
- **Other:** N/A

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:**

**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?**