

QFT-Primary Source Lesson Plan Template*

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

LESSON OVERVIEW			
Name: Wesley Webb	Grade: 12	Subject: AP Government	Location: Whitefish Montana
<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><i>My class operates on a 90 minute block schedule.</i></p> <p><i>This lesson will cap our first unit in AP Government on the foundations of our constitutional system. Previous lessons will have provided students with an understanding for the underlying philosophy, content of, and historical context surrounding the framing of the constitution of the United States. This lesson will include the following objectives:</i></p> <p>Students will</p> <ol style="list-style-type: none"> 1. debate the ratification of the constitution from federalist and anti-federalist perspectives 2. explore the relationship between the common people and representation in both the framing process and the constitution itself. 3. practice question development skills. 4. evaluate the extent to which the constitution reflects the political culture of the United States. 			
<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. Students will begin by participating in a Structured Academic Controversy in which they role play a particular delegate from the constitutional convention in a mock debate regarding whether or not the states should ratify the constitution as drafted. (30 min) 2. Students will break for an individual “political autonomy moment” in which they summaries their own opinion on ratification as if they were in a position to vote on the constitution as drafted at that time. (5 min) 3. The lesson will then transition into the QFocus, in which the instructor will reiterate learning objectives 2-4 for the lesson. Students will be divided into small groups of 3-4, have a shared piece of paper, and assign one person to be the scribe. We will discuss the rules of the process as a whole group and then begin our QFocus on the following primary source which will be projected on the whiteboard (10 min): <ul style="list-style-type: none"> The origin of the Ben Franklin Quote - “a republic if you can keep it” https://www.loc.gov/exhibits/creating-the-united-states/convention-and-ratification.html#obj8 including the caption, with “probably fictitious” edited into bold font. <ol style="list-style-type: none"> a. Producing questions in small groups, all that come to mind, no holds barred. (5 min) b. Categorizing questions in small groups, with traditional instruction (5-10 min) <ol style="list-style-type: none"> i. identify open vs closed questions ii. transform closed questions into open questions c. Prioritizing questions first silently as individuals, then discuss as a small group, then as whole class (5-10 min) <ol style="list-style-type: none"> i. Choose 1 question you’d like to discuss further. ii. Choose 2 questions that you feel help us achieve our learning target d. Reflection will be done in a pair share format in which students will be given 2 minutes find a partner from outside their small group to discuss the first two questions, then shift to find another partner for the second two questions. (5 min) 			

- i. How do you feel about asking questions?
- ii. What did you learn from someone else's question?
- iii. How did the QFT help you think about our learning objectives?
- iv. What's a new question you're taking away from today?

4. Finally, students will be introduced to their summative assessment piece for the unit. They will be performing a combined task to demonstrate their ability to achieve the learning objective. As if they were a citizen in the midst of the ratification debate, they must construct an argument for whether or not the constitution reflects American Political culture, and they must do so in the form of a newspaper op-ed, but they must do so first by answering their priority question from our QFocus. In other words, students must use what they have learned to develop an answer to their own question in a way that illustrates their perspective on the US constitution in a 1-2 page double spaced essay. Students will begin work on their thoughts and writing. (remainder of class time)

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*

- **The students must use what they have learned to develop an answer to their own question in a way that illustrates their perspective on the US constitution. The idea here is that their question provides the entry point for their own thinking. This way they are not merely trying to produce thoughts that they think their instructor wants to see, rather they are producing their own thoughts that answer their own question relative to the learning objective. In a sense, the intention of the QFT in this lesson is to alienate the student from the instructor just enough to provide the students the space they need to develop their own insights into the foundations of American Political philosophy.**

Question Focus: *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.*

The origin of the Ben Franklin Quote - "a republic if you can keep it"

*As the Constitutional Convention adjourned, "a woman [Mrs. Eliza Powell] asks Dr. Franklin well Doctor what have we got a republic or a monarchy? A republic replied the Doctor if you can keep it." Although this story recorded by James McHenry (1753–1816), a delegate from Maryland, is **probably fictitious**, people wondered just what kind of government was called for in the new constitution.*

LINK:

<https://www.loc.gov/exhibits/creating-the-united-states/convention-and-ratification.html#obj8>

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.*

After doing my best to integrate a primary source into the context of my first unit, I decided to really exaggerate how simple I could make my QFT. Though I'm not totally certain about how I am leveraging the QFT at the summative portion of my unit rather than at the beginning, I have a hunch that it could catalyze all the independent thoughts ripe for expression at the end of a series of role playing debates.

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

- **Categorization Instructions:**
 - Here, the lesson is simple and traditional. Identify open vs. closed questions, and then transform the closed questions into open questions.
- **Prioritization Instructions:**
 - These instructions, outlined above in the procedure, are designed to emphasize the learning objectives as anchors to our inquiry. They define the space and direction in which our questions should be moving.
- **Reflection Questions:**
 - These instructions, again outlined in the procedure, were selected for their brevity and relevance to questioning skills in general as this is the first QFT I anticipate using this year.
- **Other:**
 - I think the pair share is a good way to start reflection, especially if students will have to write in other ways later on.

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?