

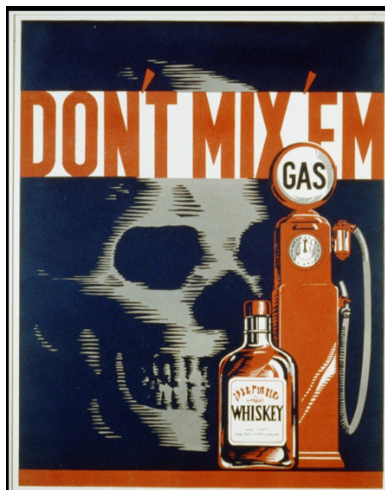
QFT-Primary Source Lesson Plan Template*

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

LESSON OVERVIEW			
Name: Peter Wilson	Grade: High School (9-12)	Subject: History	Location: Mobile, AL
<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 don't teach U.S. History but I'm designing a lesson plan for that course in order to make use of primary source material from the Library of Congress. If I were teaching U.S. History, concentration of power in the federal government would be a theme in my course. This lesson on the New Deal would come near the end of the course which would be organized chronologically.</p> <p>By the end of this unit on the Great Depression/New Deal, students will be able to explain how and why the federal government took a more active role in the U.S. economy during the 1930s.</p> <p>Prior to this lesson, the students will have learned about the Roaring 20's and the stock market crash of 1929.</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. I'd begin my unit with the QFocus using it as a hook and a motivating set. That's because the image is kind of shocking and puzzling: a human skull behind a bottle of whiskey and a gasoline pump. The information pertinent to the unit appears at the very bottom of the image where it says "WPA Federal Art Project Pennsylvania." Because this is an anticipatory set prior to learning about the New Deal, students most likely won't know the historical significance of the WPA. Chances are they might conclude the poster has something to do with Prohibition. 2. As a group, categorize questions as Open-ended or Closed-ended. Transform one open-ended to closed-ended and one closed-ended to open-ended. 3. As a group, prioritize 1 question they are most curious about, 1 question that could be used for further inquiry, and 1 question that could best begin a classroom discussion. 			
<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"> • The very next step is to give students a reading or short video clip about the WPA. It's very likely that each group will have prioritized a question like "Who made this?" or "Why was this made?" When they find out about the WPA, they can cycle back to those questions and begin to understand how this poster was part of a federal government project to employ artists during the Great Depression. • The students already know something about the onset of the Great Depression because of a previous unit on the 1920s, the stock market crash of 1929, and the election of 1932. But a short reading or video clip on the Depression after 1932 will establish the context needed to understand the WPA's purpose and the role of the federal government in trying to get people back to work. • Other photographs, posters, and texts from the FDR administration in the period c. 1933-1938 will develop student understanding of other New Deal programs and thus to the overarching goal of the unit which is the activism of the federal government in the U.S. economy and how this represented the continued concentration of power in the federal government. The LOC has a primary source set on the New Deal which can be found here: https://www.loc.gov/classroom-materials/new-deal/ I would use some of these documents, but I'd also find others like excerpts from FDR's speeches that highlight federal government activism in the 1930s. 			

- Each time they interpret a primary source document, students will use one or more of their priority questions to begin building an understanding of the New Deal and how it expanded federal government power.
- I might also give them an opportunity to choose a primary source of their own, maybe from a pre-selected collection like the one on the LOC website.

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.*



LINK: <https://www.loc.gov/resource/cph.3b49006/>

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.*

I chose this image because of its simple message and its shocking and puzzling imagery. It was a public service announcement aimed at discouraging drunk driving. But the poster's message isn't our purpose for interpreting it. Instead, we want to understand that this poster was made by someone employed by the WPA, which was a New Deal organization set up to put people back to work as a way to stimulate the economy and end the Great Depression.

There are other primary documents that could be chosen that make the same point. I like this one because it isn't immediately obvious how it fits into a unit on the Depression and New Deal. But it's also a memorable image and message that also has contemporary resonance, particularly among high school students for whom the pressure to drink and drive is often experienced, sometimes tragically. The poster informs them that this is not a new issue or social problem.

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

- **Categorization Instructions:**
- **Prioritization Instructions:**
- **Reflection Questions:**
- **Other:**

I don't plan any adaptations to these questions here because I like the process that was set out in the document we read as part of Session 4.2. I would have to experience the QFT with my students a time or two to know how I might tailor or tweak these questions.

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?