

QFT-Primary Source Lesson Plan Template*

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

LESSON OVERVIEW			
Name: Shannon Baukol	Grade: 6th	Subject: ELA/History	Location: Montana
<p>Montana Standards:</p> <p>RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). Include texts by and about American Indians.</p> <p>W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate and include sources and/or topics by and about American Indians</p> <p>SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic, including sources by and about American Indians.</p>			
<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> <ul style="list-style-type: none"> • Gain an understanding of the Dust Bowl Era • Understand human experiences of the Dust Bowl • Utilize primary sources for research • Read historical fiction to gain an understanding of the experiences and hardships faced • Review QFocus, research and sources to determine what was learned 			
<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. Introduction of QFocus images (3 images). Students will view and formulate questions for each image (3 days- 1 day per image). After each day and QFocus, students will identify Closed and Open questions. Students will answer closed questions and then determine three priority questions to help guide their research project. 2. Group project research on questions formulated from QFocus images. Students will work in pre-selected groups or pairs to find answers to the priority questions from the QFocus using pre-approved primary and secondary sources (https://www.loc.gov/search/?in=&q=dust+bowl+the&new=true&st=). 3. Reflection on learning through a presentation of research information to class 4. Introduction of literature study, Out of the Dust by Karen Hesse 5. Sections of novel to be accompanied by further QFocus (interviews, songs, newspaper articles, images) 6. Wrapup with reflection on Dust Bowl Era 			
<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"> • Students will complete mini-research projects derived from questions formulated from QFocus. • Students will be in pre-selected groups or pairs for research and use pre-approved sources • Students will present their "findings" to the class in order to answer all questions relevant to the QFocus • Students will read Out of the Dust by Karen Hesse • Students will be presented with further images, interviews, songs and newspaper articles related to the Era and QFocus sessions will be completed through novel study 			

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/item/2017760356/>



LINK: <https://www.loc.gov/resource/fsa.8b38283/>

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.*

These images are powerful and were selected because Montana has many farm and ranch communities. They are the most relevant to the students within the community and will draw questions that can resonate with them personally due to their homes or neighbors.



LINK: <https://www.loc.gov/item/2017760332/>

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

- **Categorization Instructions:** Students may categorize images based on human or animals affected.

Students could categorize further within states or areas within states.

- **Prioritization Instructions:** Students should first understand the Dust Bowl Era with cause and effect of the Era.
- **Reflection Questions:** What did you learn? How can what you learn be applied to farming techniques in today's industry?
- **Other:**

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?