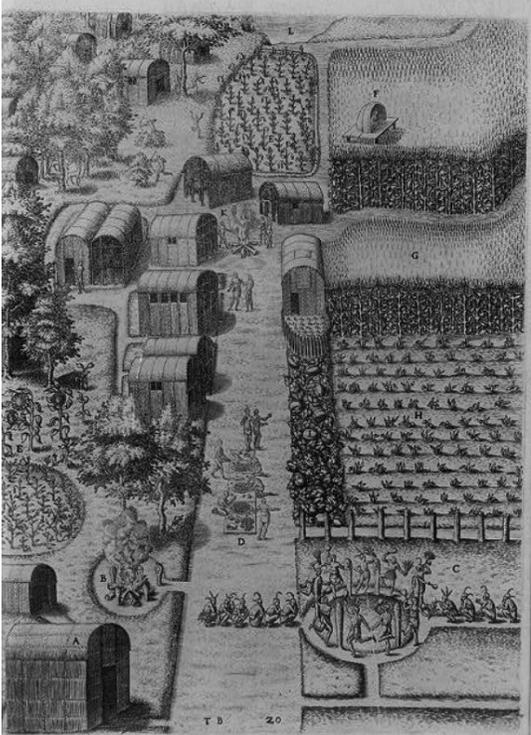


QFT-Primary Source Lesson Plan Template*

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

LESSON OVERVIEW			
Name: Mary Jo Marker	Grade: 8	Subject: American Studies	Location:
<p>Context & Purpose: <i>This lesson will be part of a larger unit on Indigenous people. Students will be reading An Indigenous Peoples' History of the United States for Young People and the QFT will be an initial inquiry in preparation for the following learning goal: SWBAT understand North America was populated by complex civilizations prior to the arrival of Europeans</i></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. This will be the first time using the QFT, so I will start by reviewing the process 2. I will project the Qfocus on the screen 3. Students will work in groups and begin their questioning. 4. We will then classify, modify, and prioritize questions. 5. Students will then take a few minutes to review questions from other groups 6. We'll then begin reading the text with an eye toward answering the questions. 			
<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 questions from the QFT will guide their reading of the text. Any question not answered within the text will be used research. 			
<p>Question Focus: <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. https://www.loc.gov/resource/cph.3b00423/</i></p>		<p>Reflect on your QFocus: <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 chose this image because it allows students to visually see the complexity of an Algonquin village in 1608. The layout of the village, the housing structure, the roads, the fields all are testaments to a complex civilization</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:**
- **Prioritization Instructions:**
- **Reflection Questions:**
- **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?