

## QFT-Primary Source Lesson Plan: Abraham Lincoln and Slavery

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

LESSON OVERVIEW			
<b>Name:</b> Mike Rechs	<b>Grade:</b> 8-12	<b>Subject:</b> U.S. History	<b>Location:</b> Douglas High School
<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>Constructing compelling questions SS.6-8.EUSH.1. Construct compelling questions based upon disciplinary concepts. SS.6-8.EUSH.2. Evaluate various interpretations in answer to compelling questions within and across disciplines. Creating supporting questions SS.6-8.EUSH.3. Generate supporting documents that will lead to inquiry and research on compelling issues within the discipline. Gathering and evaluating sources SS.6-8.EUSH.4. Gather relevant information from multiple texts and evaluate the sourcing, context, and corroboration of the texts with close reading and disciplinary skills. SS.6-8.EUSH.5. Seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each. Developing claims and using evidence SS.6-8.EUSH.6. Use varied source materials, develop an argument based on substantive claims, with strong evidence, and clear reasoning. SS.6-8.EUSH.7. Examine different arguments while pointing out the strengths and limitations of each. SS.6-8.EUSH.9. Participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence is acknowledged and critiqued. SS.6-8.EUSH.23. Analyze the causes, effects, and abolition of slavery in U.S. history.</p> <p>This lesson would be intended for a unit on the Civil War with slavery as a critical component.</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. This lesson would occur after an introduction to the causes of the Civil War.</li> <li>2. This lesson would begin with the QFocus.</li> <li>3. Subsequent learning would explore themes on the struggles Lincoln encountered with slavery and the Civil War, passage of the 13th Amendment, and how these were all intertwined.</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>● To engage students at the start of a new topic</li> <li>● To launch a research paper or project</li> <li>● To spark class discussion about questions</li> <li>● To lead into further primary source analysis using the TPS Analysis tool</li> <li>● To launch an inquiry process or process</li> <li>● As an introduction to a video clip of the movie Lincoln.</li> <li>● To form overarching essential questions for an entire unit</li> </ul>			



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

- **Categorization Instructions:** I would spend less time with this because going through each question to identify closed and open and convert from one to the other feels repetitive. Asking the questions and identifying the critical ones to explore are the real value to the lesson and where the real time should be spent.
- **Prioritization Instructions:** No changes.
- **Reflection Questions:** No changes.

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:

<b>LESSON OUTCOMES</b>
<b>Student Questions:</b>
<b>Student Reflections:</b>
<b>TEACHER REFLECTIONS</b>
<b>Reflect on your lesson design and how well it achieved your objectives.</b>
<b>Which student questions stood out to you? Why?</b>
<b>Overall, what did you learn from this experience? What questions do you now have?</b>