

QFT-Primary Source Lesson Plan Template*

LESSON OVERVIEW			
Name: Erasmo Monroy C.	Grade: High School 1st semester	Subject: Mexican History	Location: Querétaro, México
<p>Context & Purpose: Contextualize both the independence process and the different types of government that existed in Mexico during the 19th century, emphasizing through the analysis of primary sources its relationship with Democracy and Human Rights.</p> <ul style="list-style-type: none"> To search, locate and order primary sources related to the Mexican independence movement. It locates the historical time and the relevance of the Independence movement that occurred in the 19th century from its impact today Arouse students' interest in the history of Mexico, through meaningful activities that represent challenges or solving problems. Promote the development of attitudes and values. Prioritize the analysis of primary sources To evaluate the extent to which the Plan of Iguala of 1821 was actually implemented by examining the causes of the later Revolution. 			
<p>Lesson Procedure: <i>Share the sequence of learning activities before, during, and after the QFT</i></p> <p><u>Session 1.</u></p> <p>Introduction to the topic:</p> <ul style="list-style-type: none"> Teacher presents detonating questions regarding the subject, What the student knows or remembers: <i>What characterizes the European liberal movements of the 19th century? Why did they occur? How and why did they appear on the American continent? Has Mexico always been called the same? Why and from whom did it seek its independence in the 19th century?</i> Teacher contextualizes the sociocultural, political and economic times of New Spain with a 1808-1822 timeline and to locate the students in the place of the events presents the maps https://upload.wikimedia.org/wikipedia/commons/8/84/Reyno_de_la_Nueva_España_%28Siglo_XIX%29.JPG https://www.loc.gov/resource/g4410.ct000554/?r=-0.954,-0.021,2.908,1.598,0, https://www.loc.gov/resource/g4295.np000060/?r=-0.485,-0.024,1.976,1.086,0 Students and teacher reflect about the content of the session <p>Session 2. QFT</p> <ul style="list-style-type: none"> Introduction to QFT: teacher displays a ppt. presentation with QFT rules. QFocus: <i>Road to Independence:</i> <ul style="list-style-type: none"> Teacher presents the image of <i>Bandera del Ejército Trigarante</i> https://www.gob.mx/segob/articulos/conoce-la-bandera-del-ejercito-trigarante-1821 and students will examine it carefully observing the design and elements of it. Students individually write the questions that occur to them by observing the image In teams: students share making a list of all their questions to verify that they are not repeated. In plenary, they write their questions. In the group, they write down which are open questions and which are closed. They change the closed to open and the open to closed questions. Students in plenary discuss on the categorization and priority questions. Students reflect on the design, content and development of the lesson and how they felt during the session. <i>What caught their attention, what did they like and why, for their learning about the history of our country? What did they learn from this experience?</i> 			

Session 3: Looking for a government for a new country. *El Plan de Iguala* and its main characters.

- Teacher presents the document *El plan de Iguala de Agustín de Iturbide*
<https://memory.loc.gov/service/lawlib/law0001/2010/201086181148/01.pdf>
 - Students will do a group reading, pausing at each point of the Plan de Iguala, to make comments and highlight general important aspects.
 - Students read again the document and write down the answers that they find while reading this document to the questions that the group asked during the QFocus.
 - Students write down the names of the characters that appear in the document, search in internet for their biography and write the role they played during that initial moment of independent life in Mexico.
 - Students will answer the following for each source of information used in class: *Data about the source, Primary source, Date and place where the source occurred, Author/Authors, Recipients, Intent or purpose for which it was prepared.*
- Reflect and ask the students to write:
 - the coherence and consistency found between the image of the *Trigarante Flag* and the content of the Plan of Iguala
 - The inconsistencies and/or incongruities between the liberal ideals of the 19th century and the content of the Plan of Iguala

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*

After what is described in the 3 sessions of the lesson procedure above, I would like to close the didactic sequence with an individual work called ***Empathy through time***: Not to judge the people of the past, but to understand them.

Ask the students to fill out the following form. Inclusive, the following, I consider can be done very well with the methodology QFT.

Instructions	Transcribe the fragment or fragments of the source <i>El Plan de Iguala 1821</i> , which allows to identify said position
<i>Describe the position of the people or groups mentioned in the source in society at the time</i>	
<i>Actions: What did the people or groups that participated in the events and / or processes stated in the source do?</i>	
<i>Motivations: What were the arguments, interests, ideals and/or conceptions that led these people or groups to act as they did?</i>	
<i>Mention if there are currently people or groups occupying similar positions, conceptions and/or ideals</i>	

Comparing with current conditions:

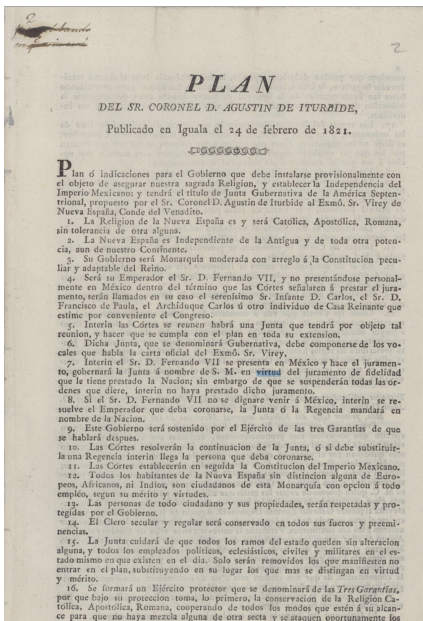
What relevant circumstances were different for them in the past? Some examples could include technology, economy, religion, family, communications, ways of life, recreation, etc.

What are the factors that influenced their way of thinking or acting?

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.



<https://www.gob.mx/segob/articulos/conoce-la-bandera-del-ejercito-trigarante-1821>



<https://memory.loc.gov/service/lawlib/law0001/2010/20108618114/8/01.pdf>

Maps of New Spain.

<https://www.loc.gov/resource/g4410.ct000554/?r=-0.954,-0.021,2.908,1.598,0>

<https://www.loc.gov/resource/g4295.np000060/?r=-0.485,-0.024,1.976,1.086,0>

Reflect on your QFocus:

I selected these primary sources from *Archivo del Museo Nacional de Historia del Instituto Nacional de Antropología e Historia* (México) and from the Library of Congress to put into practice with the students the use of primary sources as “informants” that provide us with the evidence that supports an argument in the procedure of the didactics of the analysis and understanding of the history of México.

I hope that the evaluation of the images used of the flag and the maps, from an artistic perspective, also allows to exercise reading comprehension and motivate information search activities and, above all, reflection for critical, participatory and purposeful thinking that allow students to establish connections between parts of the text and the image to infer relationships, information, conclusions and aspects that are not in the *Plan de Iguala* document, and that when inferring certain information the students explain it in their own words.

It is even possible to include *Los Tratados de Córdoba* document that is within the same collection of the Plan of Iguala to develop a more enriching QFT didactic sequence:

<https://www.loc.gov/exhibits/mexican-revolution-and-the-united-states/transcript/iguala-pdfs.html>

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 am interested that the Categorization Instructions facilitate students to develop divergent thoughts and questions, their critical thinking as well as promote the use and analysis of primary sources to be strategic, rephrase quickly questions and intellectual flexible.
- **Prioritization Instructions:** I would like to guide students' questions towards what interests them (to keep them interested) but also to facilitate divergent and convergent thinking into a broader research process.
- **Reflection Questions:** I would like to promote *Citizenship and Critical Thinking Competencies* of *Prepa Tec de Monterrey* in my students, in order to participate in the construction of a democratic society that respects human rights based on an ethical position sustained by a deep understanding of social phenomena and take a critical and ethical stand on the facts, events, phenomena, speeches, texts, lines of reasoning and judgments faced.
- **Other:** It is important to include what our instructors told us in the videos, materials and tips that were provided to us during the course *Teaching Students to Ask Their Own Primary Source Questions* regarding the artistic perspective in primary sources beyond a "panoramic" approach due to the richness that they provide, resources such as photographs, sculptures, maps, literature, timelines, theater.

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?

We have not started the academic semester yet, so I have not implemented this proposal. But I take note of what is mentioned in the box above. Thanks so much for the course the four weeks, specially Johnny Walker: very professional, always attentive, supportive and empathetic with all of us