

QFT-Primary Source Lesson Plan Template\*

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

LESSON OVERVIEW			
<b>Name:</b> Kendall Stroeh	<b>Grade:</b> 10th	<b>Subject:</b> U.S. History	<b>Location:</b>
<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>            This lesson will be used to introduce a unit on Western Expansion.</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. Introduce the process and goals of the QFT. Discussing procedures and expectations for students.</li> <li>2. Project the image American Progress taken from loc.gov.</li> <li>3. Students will be given 2 minutes to ask their own questions of the image, before coming together in small groups to make a list of their most compelling questions as a group.</li> <li>4. Each group will share their top 3 questions with the class while I write the questions on the board.</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>• Of the questions listed on the board, each group will be given one question to research and answer for the following day's class.</li> <li>• The next day the class will discuss potential issues and problems that the mindset of Manifest Destiny might create.</li> </ul>			
<p><b>Question Focus:</b> <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.</i></p>		<p><b>Reflect on your QFocus:</b> <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 selected this image because it has been the source of really good conversation in my class in the past. I often use it to introduce the topic of Manifest Destiny, as it highlights many of the mindsets that were evident at that time, as well as the motivations for moving West.</p>	
			

<a href="#">LINK:</a>	
-----------------------	--

**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:**
  - How might the mindset demonstrated by this image foreshadow future issues in the American West?
  - How does this image explain why America was so focused on moving West?
- **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:

<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>