

QFT-Primary Source Lesson Plan Template*

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

LESSON OVERVIEW			
Name: Kari Blaylock	Grade: 11th	Subject: US History	Location: Columbus, MT
<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> <p>Lesson Objective: Evaluate American response to the war and the effect on its people, especially women and minorities. This lesson will begin in the middle of the World War II after December 7, 1941 and the signing of Executive Order 9066</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. Start of WWII - September 1, 1939 invasion of Poland and the US stance concerning World War II. Discuss events of war as it gets closer to "home" 2. Chatter and threats in the Pacific and movement of the US towards involvement in the war to the attack on Pearl Harbor creating the declaration of war and eventual issue of Executive Order 9066 (Feb. 1942) authorizing relocation. <p>Two Day QFT starts with a guided version as this process is new using the TPS primary source tool to help observe question, improve, prioritize, evaluate next steps and reflect. Newspaper Image (day 1) Registration (day 2) using this guide TPS Primary Source Tool</p> <p>Following these QFocus activities, follow up with discuss additional impacts after camps close showing a short video from Heart Mountain "All We Could Carry" by Stephen Okazaki. Read a secondary source from the Smithsonian Magazine that talks more specifically about camp life and after camp life. In this magazine article is a drawing by Estelle Ishigo so we will then spend some time addressing that image using the QFT. https://folklife.si.edu/magazine/what-they-carried-when-the-japanese-internment-camps-closed</p> <ol style="list-style-type: none"> 3. Continue with WWII discussion of war at home and abroad until VJ Day in September 1942; camps eventual closure ordered December 1944 			
<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"> • Next steps student research based on prioritized questions from the QFT Newspaper image, Registration, Video and magazine article. Each student will select a question to further evaluate and reflect ultimately sharing in class using images, presentation or even an artifact or piece of original art. 			

<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.</i></p> <p>Newspaper Image</p> <p>Reception at Santa Anita</p> <p><i>Other links in previous part of lesson plan to magazine article that will be used</i></p> <p>LINK:</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 have other hardcopy images to use also for this project that come from Heart Mountain such as the picture of tags issued to the internees upon entering camp or a recreated tag with an identification number. I would potentially pair this with the loc.gov image of a child with a tag. Japanese American Child</p>
<p>Tailoring Instructions: <i>Share any adaptations or tailoring to the standard QFT process or categorization, prioritization, or reflection instructions that you are planning.</i></p> <ul style="list-style-type: none"> • Categorization Instructions: Once students really understand the process I think asking them to change closed to open questions would be essential and vice versa. To start I will have students just categorized and change if they feel that a better question is possible. • Prioritization Instructions: Students would start off with individual 8x11 images of each QFT because of certain restrictions in our classes. I would also project the image on a white board for students to view. I would also post the rules of questioning on the board and give them a hard copy as a reminder. As the class is new to the process, I would ask them to spend 2 minutes to start observing and then start writing questions reminding them of the rules. Once individuals had time to question it would a small group share all questions using large pieces of paper so a recorder to write them down and finally time permitting a large class share. Prioritizing questions would be our next step and I would ask students to select three of those questions that resonated with them, write a short paragraph as to why and then to keep it for the next class period to start our discussion. The most challenging thing about this process is to maintain momentum from class period to class period. • Reflection Questions: In reflection I would ask students to share the three prioritized items and why those were critical to them. Were any of the questions a student selected ones they created? Why or why not? Also encourage students with fresh eyes the next day to formulate one additional question. • Other: 	

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: potential questions for images {Where are the Japanese going?" "Why are they required to register?" "What happens to the homes of the relocated Japanese?" "Who organized this?" "Is this required?" "Is this legal?" "What do they get to pack or take with them?"}
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?