

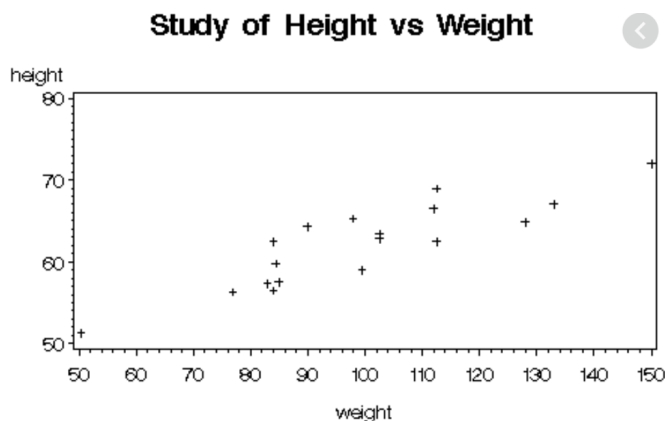
QFT-Primary Source

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

LESSON OVERVIEW			
Name: Tracy Brown	Grade: 9	Subject: Algebra 1	Location: Orangeburg, SC
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>			
Using Scatter plots to Compare Electoral Votes and Popular Votes			
Objectives <ul style="list-style-type: none"> The student will compare the popular vote and electoral college vote The student will use a scatter plot graph to compare popular votes to electoral votes The student will interpret and analyze scatterplots The student will describe how the popular vote works The student will describe how the electoral vote works 			
Lesson Procedure: <i>Share the sequence of learning activities before, during, and after the QFT</i> <ol style="list-style-type: none"> Before the first QFT 1 a Scatter plots, I would have students talk about other types of graphs and what information they can obtain from each. Students will be given a Scatter plot graph and go through the QFT process Students will practice interpreting and investigating information from a Scatter plot graph and creating Scatter plots using various technology Using both images for QFT-2 Half of my students will be given an image of the Electoral College from the 21st Century and go through the QFT process and the other half of my class will be given An Electoral College map from a specific election during the 1800's and go through the QFT process The teacher will then share both Electoral Maps and allow students to share and discuss their questions Students will research other primary source (s) related to the Electoral College and the Popular Vote as well as the opportunity to explore some other electoral maps from the 1700's to 1800's -reading/research Have students complete the Analysis Tool on the Electoral College and discuss their questions and provide context Students will use data from primary sources and other resources to create a scatter plot comparing the electoral vote and the popular vote. 			
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> <ul style="list-style-type: none"> I would allow the questions students developed with the scatter plot to drive my instruction by having my students to view videos on scatter plots and investigate scatter plots through math labs thereby answering the questions generated by this QFT 1. I would allow the questions students developed with the primary source with the images of the maps and reading by allowing students to discover via videos, readings and discussions about how the electoral college works and the popular vote works thereby answering the questions generated by this QFT 2 			

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.

Image of a Scatter Plot for QFT-1



The Electoral College -1700's -1800's-QFT-2



LINK:

<https://tile.loc.gov/image-services/iiif/service:gmd:gmd370:g3701:g3701f:ct003586/full/pct:12.5/0/default.jpg>

The Electoral College 21st Century -2008=QFT-2

Reflect on your QFocus: You might consider why you chose this image, alternative QFocus options, earlier QFocus drafts or process you went through to develop it, etc.

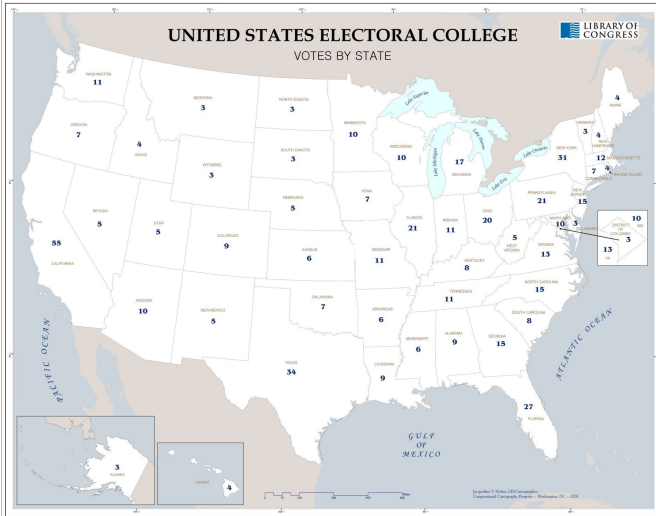
The reason I chose this QFocus was because:

I wanted to show images that would depict the data shown on a scatter plot. Therefore I thought about using an image of a map from the electoral college from 1700-1800's and using it along with a map of the electoral college from the 21st century where students could easily visually see the similarities and differences via a scatter plot.

Also, it would allow me to use a difference in the traditional QFT process by juxtaposition with the use of two image depicting the same thing, but from different centuries.

Earlier I had an image of a map from the Encyclopedia of Britannica for the 1700-1800's but after feedback from fellow peers I decided to use the primary source from the Library of Congress.

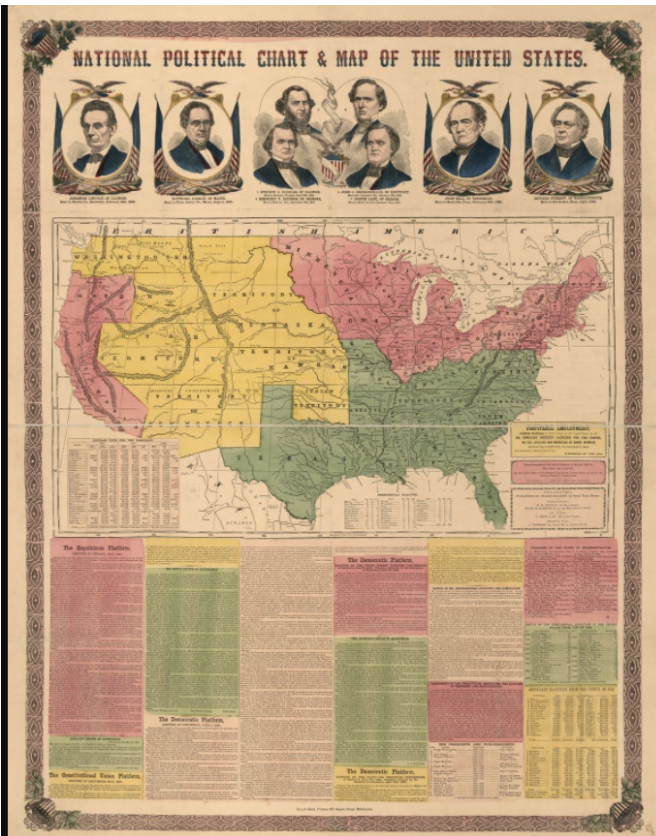
Also, from some of the questions generated I think the map from the Library of Congress for the 1700-1800's would better help answer the questions.



LINK:

<https://www.loc.gov/item/2008626928/#>

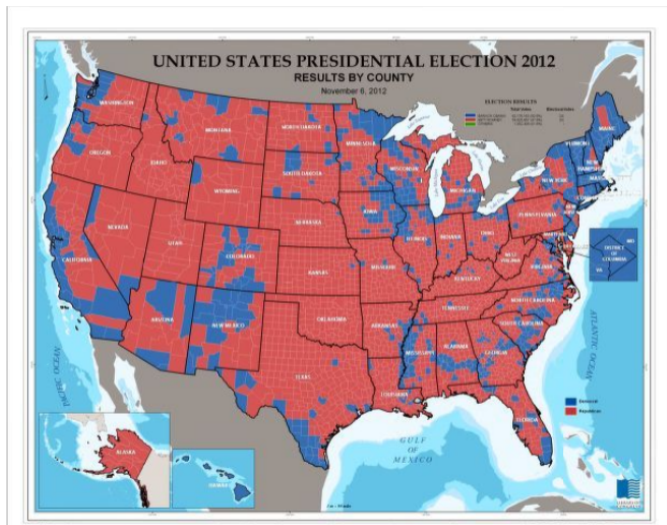
The Popular Vote 1800's



Link:

<http://hdl.loc.gov/loc.gmd/g3701f.ct003590>

21st Century Popular Vote



Link:

<http://hdl.loc.gov/loc.gmd/g3701f.cp000018>

The Electoral College -Letters

LINK:

<https://www.loc.gov/exhibits/creating-the-united-states/election-of-1800.html>

Other Links:

The Proceedings of the Electoral Commission of 1877

<https://memory.loc.gov/ammem/amlaw/lwec.html>

Creating the United States

<https://www.loc.gov/exhibits/creating-the-united-states/election-of-1800.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:**

Students will be asked to label the question as closed ended or open-ended

- **Prioritization Instructions:**

Choose 3 questions you would like to discuss further

- **Reflection Questions:**

How can you use what you learned about asking questions?

What did you learn?

How did you learn it?

- **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:

None -Not implemented yet

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?