

QFT-Primary Source Lesson Plan Template*

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

| LESSON OVERVIEW | | | |
|--|-------------------|-------------------------------|------------------------------|
| Name: Krystal Cole | Grade: 8th | Subject: Ms Studies | Location: Mississippi |
| <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><i>US.3.Progressive Movement: Evaluate causes, goals and outcomes of the Progressive Movement. 4. Compare and contrast presidential domestic policies, including Theodore Roosevelt, William Taft, and Woodrow Wilson; Trustbusting, Pure Food and Drug Act, Meat Inspection Act, Federal Reserve, Conservation, the Hepburn Act, and the Federal Trade Commission</i></p> <ul style="list-style-type: none"> • Students will identify Theodore Roosevelt approach to Trustbusting. • Students will interpret a letter from Roosevelt's Address. • Students will evaluate opinions from two perspectives of Trustbusting. | | | |
| <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. : Anti-Trust Political Cartoon-Little Boy Using the anti-trust political cartoon as an introduction to the launching era of trust-busting by President Theodore Roosevelt. Students will analyze the cartoon by observation first. They will write on stick notes what they see in the cartoon independently first. Then, they will pair up to form questions and reflect on what the author is trying to convince the reader through the cartoon. In pairs, students will discuss terms such as common people and the title. Last, students will write questions about the cartoons that they could not answer together and post on the discussion wall for a whole group question and answer discussion. 2. Students will analyze the political cartoon using the same method with the Little Boy cartoon. Students will analyze the cartoon by observation first. They will write on stick notes what they see in the cartoon independently first. Then, they will pair up to discuss and reflect on what the author is trying to convince the reader through the cartoon. In pairs, students will discuss terms such as common people and the title. Last, students will write questions about the cartoons that they could not answer together and post on the discussion wall for a whole group question and answer discussion. After analyzing both cartoons, students will follow up with a Venn Diagram comparing the message that is displayed in both cartoons 3. As a follow-up lesson to the political cartoon activity. My students will read the text of the speech delivered by President Roosevelt at a state fair. Students will read the text and summarize each subheading. As a class, we will focus on the text under the title "No Bluffing". We would analyze the section and examine the old proverb that the president referenced in the section | | | |
| <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"> • Students' questions would be used after the QFT to assess whether students gather the concept of Trustbusting in a formative manner. | | | |

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| <p>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.</p> <p><i>What were the disadvantages/advantages of trust busting?</i></p> <p>LINK: https://www.loc.gov/resource/cph.3b10756/</p> | <p>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.</p> <p>https://www.loc.gov/item/2005685052/?locId=blogteattp://</p> |
| <p>Tailoring Instructions: Share any adaptations or tailoring to the standard QFT process or categorization, prioritization, or reflection instructions that you are planning.</p> <ul style="list-style-type: none"> ● Categorization Instructions: <p>Using the whole group questions, sort questions that could be advantages or disadvantages</p> ● Prioritization Instructions: <p>Select three questions that could be possible advantages of trustbusting.</p> ● Reflection Questions: <p>Was Trustbusing implemented to be a benefit to society or a hindrance?</p> ● 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:

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| 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? |

