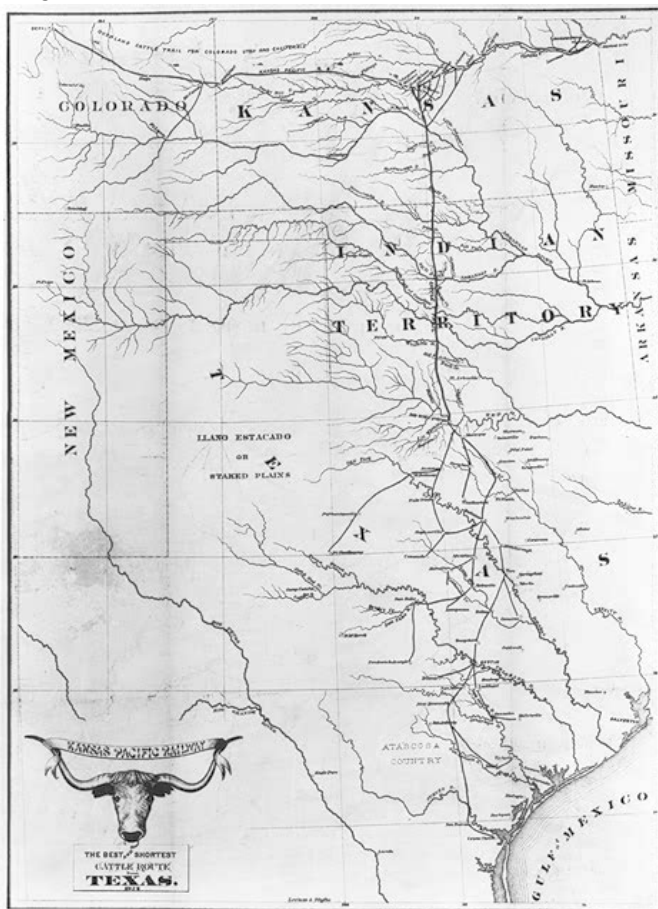


QFT-Primary Source Lesson Plan

| LESSON OVERVIEW | | | |
|--|-------------------|--|--------------------------------|
| Name: April Wills | Grade: 5th | Subject: S.S/ Reading | Location: Bainville, MT |
| <p>Context & Purpose: 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.</p> <p>Students will understand the role Vaqueros played in early American history and how that has changed or shifted into the present.</p> <p>Students will use the QFocus to showcase learning that has occurred prior to the session and this will be used as an assessment.</p> <p>Students will formulate questions to develop a stage that allows them to investigate and become the teacher of that topic.</p> | | | |
| <p>Lesson Procedure: Share the sequence of learning activities before, during, and after the QFT</p> <ul style="list-style-type: none"> Students will read Vaqueros: America's First Cowboys. Students will participate in classroom based discussions, and work through content that connects the Vaqueros to the cattle drives of the 1800's. Students will participate in a QFT- and Qfocus where they see four images. <ol style="list-style-type: none"> (1 day) Students will individually produce questions and submit through Jamboard (1 days) Students will improve questions within small groups using Jamboard and move sticky notes to prioritize. (2 days) Students will answer 3 closed ended questions and share with the class via google slides to build collective background knowledge. Students will use teacher provided websites to find the answer to 3 of their open ended questions. (1 day) Students will create their choice of activity to share information: <ul style="list-style-type: none"> -Slideshow, podcast, poster, replica model- with QR codes of them sharing the knowledge they have gained. (1-2 days) Students will reflect on their learning as they share out the information they have gained. | | | |
| <p>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</p> <ul style="list-style-type: none"> Students will use the questions that they create to drive their next project. They will become the guide for learning with their peers and after doing research, present on their question. | | | |
| <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>LINK:</p> <p>https://www.loc.gov/rr/geogmap/guide/gm050001.jpg https://www.loc.gov/resource/afc1991021.afc1991021_46062/ https://www.loc.gov/resource/det.4a09142/ https://www.loc.gov/resource/sn84029838/1884-07-31/e-d-1/?sp=1&r=0.068,0.047,1.079,0.685,0</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>BOLDED questions are priority by group.</p> <p>Image 1 Questions:</p> <ol style="list-style-type: none"> Why is it next to Mexico? Why is there an ocean? Why is there a cow at the bottom? <ol style="list-style-type: none"> Why is there a map on the board? What's the bull there for? Are the lines rivers? What is it a map of? Why does it look like a bunch of roots in the ground? Why is there some states but not the rest? <ol style="list-style-type: none"> what country is it? did any part of the country turn into america? why does it say New Mexico on the side? | |

Image 1:



4. How many miles is it
4. whats with all the lines
5. why is there a bull
- #1 Why is there a bull?**
- #2 Why are there lines?**
- #3 what part of Texas are they in?**
- #4 Are they in the east side of Texas?**

Image 2 questions:

- 1.is it foggy?
- 2.are they sleep walking?
- 3.whose is taking a picture?
- 4.whats in the backround?
- 5.why do i see a cow?
- 6.where do they live
- 6.whats on the gound
- 7.whats that wooden thing
- 8.what coler tent are they in
- 9.what time is it
- 10.do theyi know what soap is
- 1. how many people are there**
- 2. are those girls**
- 3. are they cowboys**
4. when did they take the photo
5. where do they live
6. Is there a fire
- 1: Why are there people there?**
- 2: Why do they look like gold miners?**
- 3: Why is there a wood thingy?**
- 4: How many peoples are there?**
- 5: What season is it?
- 6: Why aren't there any girls in the picture?
- 7: Why is there a cow there?
- 8: Why is there so much fog?
- 9: Why is there trees?
- 1 Why is there smoke in the back round**
- 2 why is there a cow**
- 3 Is there a fire**

Image 2:



Image 3:



Image 3:

- 1 why is there tons and tons of cattle there
- 2 how many trees are there
- 3 is there wild horses
- 4 why are there so many people on horses
- 5 why dont they have shoguns
- 6 why is there a field behind them
- 7 what kind of horses are those
- 8 why are there only so many trees in one spot
- 1: Why are there horses?**
- 2: Why is there so many cows?**
- 3: Why is there plows
- 3: Why is there a river on the side?
- 4: Why is it black and white?**
- 5: Why are there trees?
- 6:What season is it?**
- 7: What kind of cows are there?
- 8: Why are there humans?
- 9: How did they take the picture?**
- 1.How many cowgirls and cowboys are there**

Image 4:



- 2. how many horses are there**
- 3. how many cows are there**
- 4. is it dry**
- 5. Is there water**
- 6. Is there a mountain in the background**
- 1. why is there so many cows**
- 2. Where are all the trees**

Image 5:

- 1. Why are there letters on cows**
- 2. how old is the paper**
- 3. When was it published**
- 1. is it a cow sale catalog**
- 2. is there cows**
- 3. is there horses**
- 4. what is Dodge City**
- 5. how many cows are there**
- 6. are there heifers and steers**
- 1: What do the words say?**
- 2: Why are there cows on the news paper?**
- 3: Is there heifers?**
- 4: Is it male, female, or other?**
- 5: Why are the words so small?**
- 6: When was the newspaper wroten?**
- 7: Why can't the letters be bigger?**
- 8: Is there a bull?**
- 9: Why is it call the dodge city time period?**
- 1. how many kinds of cattle are there?**
- 2. why is there symbles on the cows?**
- 3. was there insurreance on the cows?**

Student Questions that stood out to me and why?

The fact that some students were unaware of what a brand is on cattle was interesting to me. We live in a very rural area with many ranches, I anticipated students knowing what these were. I also quickly realized with student questions that many of them haven't read a newspaper! So although they had great questions to photo #4, some of those could be quickly figured out if they understood the layout of a newspaper. Having students break up into small groups really helped me see which students were grasping concepts from our learning and which ones still had areas of growth to achieve.

Reflect on your lesson design and how well it achieved your objectives.

I think my lesson was well designed. We did our QFocus after a weekend so I would consider moving it to a day that coordinated with learning within the week, sometimes students think we're moving on to different content from the way our reading curriculum is structured. I think my objectives were to get students asking questions, and find ways for them to dive into deeper learning activities and those were met with this lesson.

Overall, what did you learn from this experience? What questions do you now have?

The overall experience has been fantastic. I have learned many new and interesting ways to build students questioning abilities. I have learned that this process takes patients and a willingness to be flexible while allowing students to have ownership of what they are curious about and want to investigate. As I grow in this process I hope to find ways to streamline this into a monthly process.

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: