

## 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> Erin Faulhaber	<b>Grade:</b> 10	<b>Subject:</b> World History	<b>Location:</b> Sidney High School Sidney, Montana
<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></p> <p>Topic: World War I and how it changes courses despite the Christmas Truce of 1914.</p> <p>Objectives: SWBAT: understand how the course of World War I changes (Content standard: Continuity and Change) despite the Christmas Truce of 1915.</p> <p>SWBAT: analyze the continuity and change as well as the cause and effect of the events and issues leading to war that altered the world and ultimately leads to a Second World War.</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. BEFORE: Teach the causes and weapons of World War I; discuss the concept of "home before Christmas" and troop morale on both sides leading into the first year of the Great War. Show pictures (from PowerPoint) of other soldiers going into war to demonstrate how both sides thought it would be a quick war.</li> <li>2. During: share the QFocus picture of the Christmas Truce and have students do the QFT process including categorizing questions as open-closed for lecture, Socratic Seminar, extra credit, and guides for the essay prompt.</li> <li>3. Add to the QFocus the following commercial: <a href="https://www.youtube.com/watch?v=NWF2JBb1bvM">https://www.youtube.com/watch?v=NWF2JBb1bvM</a> and discuss questions in a Socratic Seminar.</li> <li>4. Use the Over the Top game to illustrate the horrors of war: <a href="https://www.warmuseum.ca/overthetop/">https://www.warmuseum.ca/overthetop/</a></li> <li>5. After: Discuss the next few battles and the rest of the war; compare art (could include DaDaism and disillusionment) and poetry post war to show contradiction in morale. Have students write a continuity and change essay.</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>• Have students research more about the Christmas Truce and/or soldiers' experiences in the war for extra credit or for their essay.</li> <li>• Do a Socratic Seminar discussing the questions brought up in the QFT process.</li> <li>• Have students write a continuity and change essay using the prompt: To what extent did the attitudes of the soldiers change over the course of the war, despite the Christmas Truce of 1914.</li> </ul>			

**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.*



**Caption:** "Yet There Was a Christmas Truce," *Chicago Herald* (Chicago, IL), January 2, 1915.

**LINK:**

<https://blogs.loc.gov/headlinesandheroes/2020/12/good-will-toward-men-the-great-wars-christmas-truce/>

**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.*

I used to only use the Sainsbury ad and we would briefly discuss the Christmas Truce, but I felt like this would further hit home the point of how people went into the war versus how they came out of the war to show how drastically it changed the world. This could lead to lots of questioning and connections to other wars, even modern wars/effects of wars, as well as a deeper understanding of cause and effect and continuity and change.

Ofentimes my students questioned the validity of the truth of the Christmas Truce, citing reasons why soldiers would possibly even make it up to alleviate concerns from back home. Using the *Chicago Tribune* picture as well as some of the letters from soldiers might drive home the effects of the war on soldier morale, leading students to better understand the causes, attitudes, how they changed and how that affected the postwar world from art to leading up to WWII.

**Tailoring Instructions:** *Share any adaptations or tailoring to the standard QFT process or categorization, prioritization, or reflection instructions that you are planning.*

- **Categorization Instructions:** Use the open-ended questions to guide a Socratic Seminar about changes in WWI, particularly focusing on soldier morale; use open questions to guide the prompt for the essay.
- **Prioritization Instructions:** Have students prioritize questions for Socratic Seminar, research as EC, those for essay; extension activity--have students write a Short Answer question using the QFocus
- **Reflection Questions:** How did the QFT process and your knowledge of the Christmas Truce change your understanding of soldier morale, goals of war on both sides, and the effect of the war on the soldiers and world.
- **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:**

**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?**