**Lesson 2 – Come on Aussie, come on!**

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| **Lesson Topic:** Come on Aussie, come on! **Unit Topic:** WWI **Year Level:** 9 **Lesson Duration:** 60 minutes  |
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| **AusVELS**  | **Specific Lesson Outcomes for** **the students** |  **How will I determine if outcomes have been met** |
|  Identify the origin, purpose and context of primary and secondary sources. [(ACHHS169)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACHHS169) | To be able to understand why Australia joined World War I. |  Students are engaged and actively contributing to class discussion about primary sources.  |
|   Process and synthesise information from a range of sources for use as evidence in an historical argument. [(ACHHS170)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACHHS170) | To know the difference between primary and secondary sources and be able to assess their credibility. |   Students are successfully completing their mini-essays.  |
| Identify and analyse different historical interpretations (including their own) [(ACHHS173)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACHHS173) |   Be able to write using correct historical terminology.  |  Ask questions and discuss their findings to assess their credibility.  |

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| **INTRODUCTION**  Welcome students and mark role. Check homework and discuss the answers, give students positive feedback about their answers and discuss what they have learnt.Introduce new topic with images and song, handout lyrics.    | **Key questions** **Key organisational/****management issues**Students who have not completed the required homework are to jot down answers as we go through them as a class.  |
| **PROCEDURE** Explain to students the difference between primary and secondary sources, hand out examples and tell students to answer quick worksheet about the primary sources. Hand out the worksheet about secondary sources and explain the mini-essay task. | **Key questions** **Key organisational/****management issues**Students are to be lively and active during the primary sources analysis. Students are to work silently during the secondary source mini-essay task. They are to be online for research but their response should be hand written.  |
| **CLOSURE**  Quick briefing of what was learnt during the lesson and ask students what they have learnt. Assign writing task as homework if students have not finished it yet. It will be checked and discussed in the next lesson.   | **Key questions** **Key organisational/****management issues** Students to write down homework task in their diaries. |
| **RESOURCES**‘And the band played Waltzing Matilda’ by Eric Bogle, Slim Dusty cover; video and handout of lyrics:<http://www.youtube.com/watch?v=MGlpxviu8PY>Conscription poster, advertisement calling for soldiers, letter. Worksheet. Two secondary sources about Gallipoli. Worksheet.   |
| **CRITERIA FOR ASSESSMENT OF STUDENT ACHIEVEMENT**   Successfully complete both worksheet and writing task.      |