**Lesson 1 – The Great War Begins**

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| **Lesson Topic:** The Great War Begins **Unit Topic:** WWI  **Year Level:** 9 **Lesson Duration:** 60 minutes | |
| **Learning intention:** To understand historical terms and comprehend the causes of World War I.   |  |  |  | | --- | --- | --- | | **AusVELS** | **Specific Lesson Outcomes for**  **the students** | **How will I determine if outcomes have been met** | | An overview of the causes of World War I and the reasons why men enlisted to fight in the war. [(ACDSEH021)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACDSEH021) | Understand key historical terms. | Successful completion of task. | | Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places [(ACHHS164)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACHHS164) | Understand the causes of World War I and the political nature of war. | Students engage with and contribute to the Living Timeline. | | Use historical terms and concepts[(ACHHS165)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACHHS165) | Understand that there are many factors that contribute to war. | Students are asking questions. | | |
| **INTRODUCTION**     Welcome students and mark role.  Write learning intention on the board.  Present Video. | **Key questions**  **Key organisational/**  **management issues** |
| **PROCEDURE**  1. Write the terms on the board, explain to students to leave space between each one.  Students to discuss the words with the person sitting next to them and try and define each one and give an example.  Go through each term as a class, calling on students to answer in their own words.   2. Hand out flags and moustaches to individual students, with the information on the back of the flag or moustache.  Ask students to organise themselves into their allies on either side of the class room.   Get the students with the moustaches to make themselves known and as a class we will go through the causes of World War I reading out the timeline. With students walking around and getting involved. | **Key questions**  **Key organisational/**  **management issues**  Students are allowed to be lively, to talk and discuss the war. This is a fun lesson and the students should be active. |
| **CLOSURE**     Explain the causes of World War I and sum up the lesson.  Explain to students that homework is to go over the terms we discussed at the start of the lesson and write a brief statement on each one in regards to the causes of World War I. | **Key questions**  **Key organisational/**  **management issues**  Students are to write their homework task in their diaries. |
| **RESOURCES**  Video:  <http://www.youtube.com/watch?v=kfxrTD-kPps>  Flags and moustaches with descriptions printed out, timeline online:  <http://www.bbc.co.uk/remembrance/timeline/index.shtml> | |
| **CRITERIA FOR ASSESSMENT OF STUDENT ACHIEVEMENT**     Students able to successfully complete the living timeline. | |