**Lesson 1 – Terminology of the Trenches**

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| **Lesson Topic:** Terminology in the Trenches **Unit Topic:** English during WW1 **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** |
| Understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553)  | Understand the unique circumstances of life in the trenches and how that was reflected in the language used by the soldiers. | * Completion of the terminology worksheet
* Engagement in class discussion
* Completion of description of a trench
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| Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing (ACELA1550) |   |  |
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| **INTRODUCTION**  Take roll and introduce the topic and the learning intentions  LEARNING INTENTIONSTo understand the variety of language used in the trenches Comprehension of the slang used and the reasons why   | **Key questions** **Key organisational/****management issues**Learning intentions explicitly stated. |
| **PROCEDURE**   **Check for prior knowledge** - ask students what they already know about the trenches, either from their past knowledge or from the other WW1 classes.  **Video:** Trench Warfare in WW1- show 8 minute video summerising how and why the trenches were constructed - students, whilst watching the video are to jot down all the terminology they think is specific to the trenches  **Worksheet:** The Trenches- Handout the worksheet and also display it on the projector screen. - As a class, have the class identify those words from the video and mark them on the diagram for example – ‘duckboard’**Activity:** Crossword-students are to work on the crossword silently**Worksheet:** Life in the trenches- Hand out the ‘Life in the trenches’ document- Read through the worksheet in pairs. **Activity:** Letter home- Explain to students that they are to imagine they are living in the trenches and they are writing a letter home.- Hand out the Assessment Criteria, reading through what is expected.- It is lunch time, the day only half way through. It is cold and you tell your parents back home about your morning.     | **Key questions** **Key organisational/****management issues**Write on the board some of the terms they already know.Ensure that the volume and lighting are sufficientDisplay the worksheet, alternating between pages as the discussion progressesWalk around the class, assisting where necessary and ensuring the students are on task.Walk around the class ensuring the pairs are reading the sheet and not off topic.Ask if there are any questions about the assessment criteria?Provide assistance with creative writing prompts such as:‘Do you like life in the trenches?’‘Were you cold last night? Are you feet wet? Painful? Do the scurrying of rats keep you up?’ |
| **CLOSURE**   Students hand in the Letter Writing activity for assessment. Refer back to the Learning Intentions, asking the students to reflect back on what they have learnt in pairs using Think, Pair, Share.   | **Key questions** **Key organisational/****management issues** Have the pairs tell the class one of the values of today’s class. |
| **RESOURCES** **Classroom:** ICT capabilities (access to internet, projector and screen), whiteboard. **Video:** Trench Warfare in WW1 (http://youtu.be/G9iR0xJW-Fk)**Worksheet:** Life in the Trenches  Crossword  Assessment Criteria    |
| **CRITERIA FOR ASSESSMENT OF STUDENT ACHIEVEMENT**   The letter written during class will be marked according to the assessment criteria.    |