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| **Content** | **Learning Outcomes** | **Teaching and Learning Activities** | **Resources** |
| **Common Causes of Conflict** | Students should be able to:  Understand and explain militarism, nationalism, imperialism and alliances. | Starter activity  Explore with students common causes of conflict between countries such as militarism, nationalism, imperialism and alliances. | *Changing Your World: Investigating Empowerment*, Sterling Chapter 8, pp.274-275  Common causes of war (word) |
| **Toward War** | Students to be able to:  Understand and explain militarism, nationalism, imperialism and alliances  Understand and explain the Pre-WW1 alliance system | Objective  Students understand that Alliances added to the war climate and tension and, though formed to prevent war, became the cause of WW1.  Activity: The Main Causes of WW1  Students will complete the activities on the worksheet to reinforce their understanding of militarism, nationalism, imperialism and the alliance system. | *Changing Your World: Investigating Empowerment*, Sterling Chapter 8, pp. 274-275  Main Causes of WW1 (pdf)  Alliances map blank (word)  Where are the British Forces?  <http://www.youtube.com/watch?v=hAA9ZVgZauA> |
| **A Chain of Events** | Students will be able to:  Explain the chain of events that led to the outbreak of WW1  Demonstrate an understanding of the importance and use of chronology and cause and effect in historical analyses of events that led to outbreak of WW1 | Starter Activity  Hypothetical questions: What would happen if Italy had an argument with Serbia that led to fighting? What would happen if Germany and France started fighting?   * Students should state that the outcome will be war based on the alliance system.   Activity: The Countdown to War  Students will organise various events that led to the outbreak of war into chronological order  Sequencing Flow-Chart  Students will practice sequential writing by completing a flow-chart on the events leading up to the outbreak of war using appropriate language.  Discuss: What was the most important cause of WW1?  Textbook Activity:   1. **What is an arms race?** 2. **Where is the Balkans?** 3. **Why did many people in Serbia fear they were going to be taken over by Austria-Hungary?** 4. **What was the Black Hand?** 5. **Who shot Archduke Franz Ferdinand and his wife?** 6. **Why is assassination of Archduke Franz Ferdinand known as the ‘spark’ that caused WW1?** | *Changing Your World: Investigating Empowerment*, Sterling Chapter 8, pp. 274-275  The Countdown to War (word)  The Causes of WW1  <http://www.youtube.com/watch?v=kfxrTD-kPps>  Worksheet Think Literacy – Sequencing Flow Chart WW1 (word) |
| **Life in the trenches** | Students will be able to:  Describe the basic layout of a trench.  Be able to describe the basic conditions that soldiers lived in the Trenches during the WW1 | Life in the Trenches  Introduce the horror of Trench warfare to the students through the “Trench Warfare” presentation. Students draw a cross section of a trench into their notebooks.  Trench Foot  Students complete the worksheet on trench foot | *Changing Your World: Investigating Empowerment*, Sterling Chapter 8, pp. 274-284  Trench Lice and Food  <http://www.youtube.com/watch?v=ugmU-hN1hxk>  Trench warfare – general (ppt)  Trench diagram (word) |
| **What was life like in the trenches?** | Students will be able to:  Extract information from sources and categorize it. | The teacher will place various sources around the room and students will have to ‘hunt’ for 3 pieces of information on rats, lice, food, no mans land, trench foot and going over the top.  Activity: empathetic diary entry | What was life like in the trenches? (word)  Sources  Trench warfare sources (word)  Life in the trenches (word) |
| **Censorship** | Students will be able to:  Describe and explain what censorship and why it was practiced during WW1. | Begin with a discussion about censorship:   * What is it? * Why do governments practice it? * What sort of information would have been censored during WW1   Activity: Censoring actual WW1 letters and annotation.  Extension Task  When you have finished on a separate piece of paper write a 250 word response to the question ‘Can censorship ever be justified?’ | Censorship (word)  Censorship (ppt) |
| **WW1 Propaganda**  How did the British and Canadian governments use propaganda to build up and maintain civilian support for the War? | Students should be able to:  Explain Canada’s participation in WWI  analyze the impact of WWI on Canada and its people | Starter Activity  Discuss the messages of propaganda posters and their intended impact.  Print Handout slides 2 to 4 | *Changing Your World: Investigating Empowerment*, Sterling Chapter 8, pp. 274-308  Recuitment Propaganda (ppt)  Recruitment Posters WW1 (word)  WW1 propaganda (ppt)  WW1 propaganda poster (pdf)  WW1 posters (pdf) |
| **The Home Front**  **Women and WW1** | Students should be able to:  Understand and explain the significance of the impact of women on WW1.  Analyze the impact of WWI on Canada and its people | On the Home Front (p.294)  Students write their own definition of the ‘Home Front’  Discuss effectiveness of the British and Canadian propaganda posters in groups and make annotated notes.  Presentation: discuss the types of jobs of that women and answer the questions regarding the impact of WW1 on women and society  Matching Activity: Women and WW1  Role-play activity: Presenting your monument to commemorate the efforts of women in WW1  The government wants to create a new monument to celebrate the part played by women in World War One. Work in teams of 5 and produce a simple chart / display explaining the part played by women in your given organisation. The aim is to convince the rest of the class that your group of women played the most decisive role and should have a special monument built in their honour. (If the students are creating a statue one of them can pose while the others explain its significance) | *Changing Your World: Investigating Empowerment*, Sterling Chapter 8, pp. 274-308  Women WW1 (ppt)  Women WW1 (word) |
| **Military Technology in WW1** | Students should be able:  explain how advances in  technology changed how the war was fought | During this lesson the students will research how technological advancements in WW1 changed the nature of warfare.  Activity: Create your own Pictionary  Students will create a pictorial dictionary to illustrate the meaning behind the following phrases:  -over the top -battalion -dogfight  -no man’s land -artillery -infantry  -regiment -war ace -cavalry  -bayonets -bully beef -U-boat  Plenary Activity: What was the most shocking / interesting thing that you researched about WW1? | *Changing Your World: Investigating Empowerment*, Sterling Chapter 8, pp. 284-285  Pictionary template (word) |
| **Goodbye Blackadder** | Students should be able to:  Enhance their understanding of the conditions of WW1 | Students will be given a short introduction to the characters in Blackadder: Bauldrick, George, Melchit, Darling, Blackadder himself and Dougals Haig.  Students will complete the activities on the Worksheet s the program plays.  Plenary  What were your impressions of the different characters? | Blackadder DVD  Blackadder goes forth (word) |
| **The Battle of the Somme** | Students should be able to:  analyse the impact of WWI on Canada and its people | Source Analysis Group Work:  Students must analyse sources and come to a conclusion on whether Haig deserves to be called the “the Butcher of the Somme”  Role Play Assignment  Change the Jury to the Judge maybe, or others watching | Haig Sources 2013 (word)  *Changing Your World: Investigating Empowerment*, Sterling Chapter 8, pp. 290-291 |

Students will be expected to

* 7.6.1  examine how events in the early-20th century led Canada towards independence
* 7.6.2  explain Canada’s participation in WWI
* 7.6.3  analyse the impact of WWI on Canada and its people