



Western Front Association Explore | Learn | Share

Session Plan: 1 Year: 8 Unit: First World War
Subject/Title: What were the causes of WW1?

Learning Objective(s)

- **To be able to understand the difference between a long term cause and a short term cause**
- **To be able to identify the long term causes of the First World War**
- **To be able to identify the short term causes of the First World War**

Min	Session Plan - Task List/Methodology (group work, teacher led etc. including differentiation)/Extension work.
2	Have the first page of the presentation up before the pupils enter. When settled ask the pupils what the poppy stands for and why we still remember those who died in the war.
5	<i>Date and title - Outline lesson objectives to pupils, pupils to stick in their module outline booklet. Inform students that they need to use these booklets each lesson for the key terms used. GO through what the students will be learning and they should tick off key words when used. They will also use these to complete the review at the end.</i>
	Explain that you will be trying to discover why the war started in the first place. Why did such a huge conflict start at all? Emphasise that you will be looking at the LONG term and SHORT term causes of the war. Ask pupils what the differences between these two terms are. You will explain that the heir to the Austro-Hungarian throne was murdered in June 1914 and it was because of this that the war began. However this was just the trigger- it was the things that happened for many years before that made this murder so important that it caused the outbreak of war.
	<u>Task 1 – Long term causes of the war</u>
60	<u>Party bag activity-</u> Hand out the resource envelopes 1-4. Envelopes containing a different long term cause of the war. Pupils will work in groups to work through the envelopes in the number they are ordered. This should mean that the factors causing the war are told as a story to try and make it easier to understand. Pupils must only open the next envelope when they are instructed too- otherwise the pace of the lesson and the thread of the story may be lost. Also there are PPT slides accompanying each envelope that need to be used as feedback, so it is important that the pupils work at the same pace. (Information on what is in each envelope is in the teachers notes.) Pupils should spend up to 10/15 minutes on each envelope.
15	<u>Quiz-</u> A quiz to consolidate pupil's knowledge on the long term causes of the war. Shown on SMB.
35	<u>Task 2 Carousel activity-</u> Having considered the long term causes of the war we will now move on to look at the short term cause, the assassination of Archduke Franz Ferdinand. This was the straw that broke the camel's back- explain to pupils that this was the spark that caused World War One. In groups of 4 or 5 (there must be 6 groups per class) pupils will be given a variety of sources in the form of a carousel activity. Each group will study either a newspaper article, radio report, news report, eyewitness account or a personal case study before moving onto the next source. Whilst considering these sources pupils will have a table to fill in to try and understand WHY the assassination of Franz Ferdinand was such an explosive event. This will link with the long term causes so suggest pupils take their books with them so they can refer back to their previous work. Using a timer pupils will have 5 minutes to study each source and fill in their table.
10	Feedback in the form of a class discussion through PPT slides.
40	<u>Newspaper report-</u> Using their information from the lesson pupils will create a newspaper report in Britain on the 4 th August 1914- the day that war was declared in GB. Pupils must report on the assassination of Franz Ferdinand and how this has caused war due to the long term friction within Europe. Essentially they will be using all their knowledge from the session to create a comprehensive account of the causes of WW1.
3	<u>Post-it note plenary.</u> Pupils will write down which cause of WW1 that they think is the most important and stick it on the board before they leave.

PLEASE ENSURE THIS SIDE IS NOT ACCESSIBLE BY STUDENTS

HOMEWORK:

Resources :
envelopes.
PPT
SMB
Sources
Sources answer sheet

Assessment

Teacher: Newspaper article/ questioning.

Self: Newspaper article.

Peer Group: Source work and party bag activity.

They will have access by:

The source work activity is differentiated- there are more simple sources. Sources 1, 4 and 6.
Pupils will also be supported through group work.

They will have access by:

More able students will have access to more challenging sources within their group work. Sources 2, 3 and 5.
They will also be able to take on a leadership position within the group.

Session Evaluation - What needs to be changed? What went well?

Students - Causing Concern

Students - Outstanding