



<b>Course:</b> Social Studies 9
<b>Teacher:</b> Jan Steyn de Beer
<b>Unit:</b> The Great War (1914-1918)
<b>Date:</b> 31 March to 7 May
<b>Duration:</b> Six weeks (17 lessons)

**Description:** The First World War is the culmination of SS 9, drawing on all parts of the course. Lessons will generally: begin with **notes** taken beforehand; continue with **discussion** or **written responses** to a document or other prompt; and conclude with an **individual assignment**. The whole unit will be assessed through an **essay**, a **debate**, and a **unit test**.

	Big Ideas	Essential Questions
<b>Understand</b>	(1) Emerging ideas and ideologies profoundly influence societies and events. (2) Collective identity is constructed and can change over time.	(1) Was the First World War the first world war? (2) Would I have enlisted in 1914? (3) Why was conscription such a crucial issue in Canada during the War? (4) Was Canada born in the Battle of Vimy Ridge?

Core Competencies (common to all subjects)	
<b>Do</b>	(1) Positive Personal & Cultural Identity (2) Social Awareness & Responsibility
	The First World War is well-suited to teaching these core competencies because of its influence on Canada's development, and because it relied on a sense of duty that is different from ours today. These competencies will be developed in <b>discussions</b> , as well as through the <b>individual assignment</b> on propaganda. They correspond to this First Peoples' Principle of Learning: <i>Learning requires exploration of one's identity.</i>
Curricular Competencies (particular to this course)	
	(1) Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs. (2) Assess the significance of people, places, events, or developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group. (3) Use SS inquiry skills/processes to: ask questions; gather, interpret, analyse ideas; & communicate findings/decisions.
	Perspectives and worldviews will be the focus of several of our <b>discussions</b> and <b>written responses</b> to <i>primary sources</i> from the War. As for significance, one <b>discussion</b> in particular will be based on contradictory <i>secondary sources</i> relating to the Battle of Vimy Ridge. The <b>individual assignments</b> , furthermore, especially those on wartime technology and Canadian propaganda posters, provide an excellent opportunity to practise the SS inquiry skills. The <b>essay</b> , which will be completed over the course of the unit, will also be written following an inquiry process.

Curricular Content (particular to this course)	
<b>Know</b>	<p>(1) local, regional, and global conflicts  (2) nationalism and the development of modern nation-states, including Canada</p> <p>The history of the First World War is the primary focus of the unit in terms of content. Students will acquire the fundamentals by taking their <b>notes</b> before class, and then expand their knowledge through the <b>discussions</b> and <b>written responses</b>. Finally, they will apply their knowledge in the <b>debate</b> and the <b>essay</b>. The latter in particular will be inquiry-based, to allow students to pursue an aspect of the unit of especial interest to them. Because reference will be made back to Curricular Content acquired throughout the year, these activities will reinforce this First People's Principle of Learning: <i>Learning involves patience and time.</i></p>

Assessment	Formative Assessment <i>Assessment as preparation for learning</i>	Reflexion/Self-assessment <i>Assessment as part of learning</i>	Summative Assessment <i>Assessment of completed learning</i>
<b>Assessment</b>	<p>(1) The <b>notes</b> prepared before lessons  (2) Some <b>class discussions</b>, which touch on topics covered earlier in the course</p>	<p>(1) <b>Class discussions</b>  (2) <b>Written responses</b>  (3) The <b>individual assignment</b> on propaganda  (4) The <b>individual assignment</b> on technology  (5) The drafts of the <b>essay</b>  (6) Preparation for the <b>debate</b></p>	<p>(1) The <b>debate</b>  (2) The good copy of the <b>essay</b>  (3) The <b>unit test</b></p>

Required Resources
<p>Students will require the following resources.</p> <ul style="list-style-type: none"> <li>- Google Drive (both the class folder and their individual folders)</li> <li>- Access to a computer and the Internet for video-conferencing</li> <li>- <i>Either</i> basic art supplies <i>or</i> image- and word-processing software to complete the unit project either manually or digitally</li> <li>- <i>Optional:</i> a camera (such as a smartphone camera) that will allow students to photograph and share any work done on paper.</li> </ul>

