

Unit Title	How did the first world war change landscapes?				
Subject group and discipline	History	MYP year	9	Unit duration (hrs)	19

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global contexts <i>choose 1 and then drill down to exactly which aspect of these the unit will focus on</i>
Global interactions	Conflict	Orientation in Space and Time: natural and human landscapes and resources
Statement of inquiry		
<i>Global interactions and conflict resulted in changing human and natural landscapes.</i>		
Inquiry questions		
<p>Factual:</p> <p>What were the causes of the First World War?</p> <p>What were the experiences of soldiers on the Western and Eastern fronts?</p> <p>What were the consequences of the First World War?</p> <p>Conceptual: How does conflict cause a war?</p> <p>What were the global interactions during the first world war?</p> <p>How did landscapes change?</p> <p>Debatable: How should we remember war?</p> <p>Did the First World War cause more problems than it solved?</p> <p>Was the First World War really about Freedom?</p> <p>To what extent did the First World War start the Second?</p>		
Objectives	<p>Summative assessment <i>This does not always have to be a GRASPS task, but it does need to involve students demonstrating progress by transferring the skills and knowledge they have learnt to a real-life context. An analytical essay or practice exam questions (not quizzes) counts as real life context. Students need to construct a response using the knowledge and skills they practised in the unit.</i></p>	

<p>A – Knowledge and Understanding</p> <p>C – Communication</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Students will need to write an extended piece of writing where they need to explain what the Causes of the First World War were . This will be arguing in favour or against the historian Christopher Clarke. This critique found in the newspaper.</p> <p>Goal: To write a newspaper review of the argument made by Christopher Clarke which explains the different reasons why the First World War started.</p> <p>Role: Academic historian</p> <p>Audience: General</p> <p>Situation: Christopher Clarke has just written a book called <i>The Sleepwalkers</i> and Cambridge News has come across a copy and would like a review.</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>By the end of the inquiry students need to have been challenged to look at different interpretations about the First World War. They need to be able to make clear distinctions between primary and secondary sources and how and why these are created.</p> <p>The driving force of the inquiry will be the development and introduction of secondary sources and to step away from what could be simplistic teaching about the First World War</p>
<p>Approaches to learning (ATL) <i>These can be listed or you could offer some explanation of how they will be developed</i></p>		
<p>Skill category</p>	<p>Skill cluster</p>	<p>Skill indicator and description.</p>
<p>Communication</p>	<p>Use appropriate forms of writing for different purposes and audience</p>	<p>In order for students to write for different purposes and audiences students need to look at the use of language in sources and interpretations.</p> <p>They will be challenged to write with clear structure and understanding. Students will be writing for a variety of audiences in assessments.</p>