

<b>Lesson Title:</b> Economic Impacts of WWI	Date: 26.10.2017
<b>Reference to NZ Curriculum</b> Level 5 Understand events have causes and consequences	
<b>Key Competencies</b> Thinking Participating and contributing Using language symbols and texts	
<b>Intended Learning Outcomes:</b> At the end of this lesson, students will be able to  Describe the economic impacts of World War I on the countries involved? Revise the impacts of WWI; political, social and economic.	
<b>Success criteria: we will have achieved success if:</b>  Students are able to describe the 3 economic impacts of WWI on Germany, America, Britain and France. Students are able to recall economic, political and social consequences. Students are able to justify the reasons for why a consequence is social, economic, political.	
<b>Resources for this lesson</b> Exercise Books, Resources.	

Timing	Teacher Activity	Student activity	Connection to Intended Learning Outcome
5 mins	Do Now – Question to Ponder. Teacher to prompt students to the PPT. Go around and listen to students' discussion.	Students discuss with each other the question to ponder: <i>If Germany weren't so economically crippled after the war, would Hitler have risen to power?</i>	Getting students to think about consequences of WWI and argue for/against the contribution to WWII and Hitler's rise to power.

5 minutes	Go through the learning outcome with students and construct success criteria with the students.	Students suggest specific success criteria.	Students are able to show their understanding of the learning outcome and track their learning.
15	Teacher shows students which group they are in and lets them decide on the roles themselves.	Students get into groups and have to research the economic impact on their particular country.	Students write down the economic impact on their country. Must have at least 3 to present.
10	Get students to share what they have in their group.	Students share what they have in a presentation to other groups.	Students are able explain the consequences.
10	Teacher places hula hoops at the front on the class in a Venn Diagram and explains activity.	Students run up with post it notes and justify where their consequences sit in the Venn Diagram. Extra points for consequences that are political, economic and social.	Students are able to justify the reasons for why a consequence is social, economic, political..

## Evaluation

Question to ponder went well. Could have spent more time unpacking it. Students got into groups easily and role assignment happened quickly. First research activity was scaffolded clearly and went okay. Some students were less engaged than others. The students really enjoyed the final exercise and not a single student was disengaged, active participation. Potentially the competitive element.