

## AS2.5 Examine the causes and consequences of an historical event

### Teaching Ideas

Encourage students to examine the causes and consequences of an historical event in a variety of contexts for example:

- social, political, economic, and cultural contexts.

Revise essay writing skills including structure, question analysis, establishing relevance, and ordering.

Revisit vocabulary for:

- ordering and distinguishing material, eg, primary, secondary, immediate, short-term, long-term, permanent, superficial, fundamental
- linking and establishing a chronological relationship, eg, consequent, subsequent, contemporary, related to, contrasted with, alternatively.

Discuss and practice applying cause and effect vocabulary in the new contexts.

Students also need access to and understanding of appropriate context-related vocabulary for example:

- Theme, race: discrimination, integration, segregation, racism, stereotypes, civil disobedience, protest, direct action.

This vocabulary could be introduced through the use of a Vocab Scatter exercise.

- Give students a minute to look over a list of words projected onto the whiteboard.
- Ask them to write down all the words they remember. Once they have done this, have them work in a pair and check over their words, exchanging

### Key Competencies Development Opportunities

Teacher actions could include:

#### Relating to Others

Encourage students to work together to review essays, both their own and exemplars from previous years.

Peer review and peer marking could be carried out using the moderators' reports, assessment schedules and judgement statement, NZQA exemplars, and previous years' essays.

#### Thinking

Encourage students to look at, discuss, and explore the directive terms of use in answering essay questions, eg:

- discuss, evaluate, analyse, compare, contrast, and explain.

#### Using Language, Symbols, and Texts

Encourage students to read their own and other essays critically in an effort to recognise good practice and improve key aspects:

- clarity of discussion/argument
- accuracy of language and historical evidence
- logic and coherence of argument
- comprehensive cover of the questions being discussed

#### Participating and Contributing

- In small groups, give students copies of exemplars that have been jumbled up.
- Have the groups reorder the paragraphs, coming up with a collective justification for their decision
- have them share these with the class

those that they didn't have.

- Move the pairs into groups of four and repeat the exercise. Each group should have all the words by this stage.
- Check this by projecting the words again and allowing a final check. Students can then attempt to define these words in their groups.

A Dictionary Daze activity could also be good here for those words that students have no idea about.

in a plenary session.

In small groups, get students to create posters to show the ideal features of the different parts of an essay, eg:

- introduction, paragraphs, conclusion, causes, and consequences.

Moving from pairs to groups of four or more students, have them combine their understanding of the vocabulary through activities such as Dictionary Daze or Vocab Scatters.

Monitor group work closely.