

## AS1.5 Describe the causes and consequences of an historical event

<b>Teaching Ideas</b>	<b>Key Competencies Development Opportunities</b>
<p>Encourage students to consider the causes and consequences of an historical event in a variety of contexts, eg:</p> <ul style="list-style-type: none"><li>• social, political, economic, and cultural.</li></ul> <p>Students need to develop the skills of essay writing, including:</p> <ul style="list-style-type: none"><li>• structuring, question analysis, establishing relevance, and ordering.</li></ul> <p>They need to acquire vocabulary for:</p> <ul style="list-style-type: none"><li>• ordering and distinguishing material, eg: primary and secondary material, immediate, short-term, long-term, permanent, superficial, and fundamental</li><li>• linking and establishing a chronological relationship, eg, 'consequent', 'subsequent', 'contemporary', 'related to', 'contrasted with', 'alternatively', and so on.</li></ul> <p>Students also need access to and understanding of appropriate context related vocabulary, eg, for a theme of race:</p> <ul style="list-style-type: none"><li>• discrimination, integration, segregation, racism, stereotypes, civil disobedience, protest, direct action.</li></ul> <p>Introduce key vocabulary through a vocab scatter activity.</p> <ul style="list-style-type: none"><li>• Give students a minute to look over a list of words projected onto the whiteboard.</li><li>• Ask them to write down all the words they remember. Once they have done this, have them work with the person they are sitting next to check over</li></ul>	<p>Teacher actions could include</p> <p><b>Relating to Others</b></p> <p>Encourage students to work together to review essays, both their own and exemplars from previous years.</p> <p>Peer review and peer marking could be carried out using the moderators' reports, assessment schedules and judgement statement, NZQA exemplars and previous years' essays.</p> <p><b>Thinking</b></p> <p>Encourage students to look at, discuss, and explore the directive terms of use in answering essay questions, eg:</p> <ul style="list-style-type: none"><li>• discuss, evaluate, analyse, compare, contrast, and explain.</li></ul> <p><b>Using Language, Symbols, and Texts</b></p> <p>Encourage students to read their own and other essays critically in an effort to recognise good practice and improve key aspects:</p> <ul style="list-style-type: none"><li>• clarity of discussion/argument</li><li>• accuracy of language and historical evidence</li><li>• logic and coherence of argument</li><li>• comprehensive coverage of the questions being discussed.</li></ul> <p><b>Participating and Contributing</b></p> <ul style="list-style-type: none"><li>• In small groups, give students copies of exemplars that have the paragraphs jumbled up.</li><li>• Have the groups reorder the paragraphs, coming up with a collective justification for their</li></ul>

their words, exchanging those that they didn't have.

- After working in pairs, have the pairs move 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 used for those words that students have no idea about.

decisions

- have them share their justification with the class 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 combine their understanding of the vocabulary through activities such as Dictionary Daze or Vocab Scatters