

 **Western Front Association** Explore I Learn I Share

**Week: 3 Year: 8 Module: Great War**

**Subject/Theme: What was the role of women in the Great War?**

Learning Objective(s)

* **Know: the long term causes of the Great War**
* **Evaluate:** the causes and how they led to war.
* **Skills:** Cause, Consequence, Compare, Contrast, Evaluation & Judgment

Learning Outcomes

* All will be able to **describe what the Suffragettes did at the beginning of the war**
* Most will be able to **explain the role women had during the war**
* Some will be able to **analyse** and evaluate the contribution women made during the war

Key Words / codes

AFL - student role

Literacy - **LTT** (Literacy through talk) **LTW** (Literacy through writing) **LTR** (Literacy through reading)

Numeracy- N

Teaching assistant

Session Plan – Task List/Methodology (group work, teacher led etc. including differentiation)/Extension work***.***

Register students write out date and title

**Starter:** What kind of jobs did women do before 1914? Ideas such as domestic work, such maids, cooks, nurses, seamstress etc..

**Task 1 – Jobs for the girls**

Using the A4 sheet of sources – students to cut these out and sort them into jobs before the war and jobs after 1914 – There are 6 sources for each side of the table.

Go through answers

**Task 2 How did women contribute to the war effort?**

Students are to use the A4 information sheet to complete the activities on the SMB.

**Extension on the SMB**

Go through answers

**Task 3 – Role of Women in wartime – Flow Chart – STUDENTS TO COMPLETE FOR HWK IF NECESSARY**

Students to use the A3 sheet to create a flow chart of the changes to the role of women during the war. Example of layout on the SMB

Extension – See SMB

Go through answers

**Plenary ‘Think, Pair and Share’**

*'The war got in the way of the Suffragette campaign - causing them to suspend their protest'* Students to discuss – agree or disagree

# Min

10

20

5

20

10

5

10

# Min

Session Plan **CONTINUED**– Task List/Methodology (group work, teacher led etc. including differentiation)/Extension work***.***

**HOMEWORK**:

**Task 3 – Flow Chart**

**PLEASE ENSURE THIS SIDE IS NOT ACCESSIBLE BY STUDENTS**

**Resources:**

**KWL grid**

**Task 1 sheets**

**Task 2 sheets**

**Task 3 sheets**

**Students - Causing Concern – MR/PT comment?**

**Students - Outstanding –MR/PT comment?**

**Session Evaluation - What needs to be changed? What went well?**

**Students to be stretched and challenged**:

**Strategy/Extension Tasks**:

Less support and more teacher led and open ended discussion

Extension questions throughout

**Students needing support:**

**Strategy/Support available:**

Directed/closed questioning

Directed and focused help for tasks

Use of textbook to direct all answers

**Assessment**

**Teacher**: Contribution to discussion

**Self**: Marking/group discussion and checking own work

**Peer Group**: Working in pairs. Class discussion