

HISTORY GRADE 9

BASELINE ASSESSMENT

ACTIVITY 1

QUESTION 1: REASON WHY THE WORLD WAR I BROKE OUT.

Study the source and answer the questions that follow.

SOURCE A

World War I, also known as the Great War, began in 1914 after the assassination of Archduke Franz Ferdinand of Austria. His murder catapulted into a war across Europe that lasted until 1918. During the conflict, Germany, Austria-Hungary, Bulgaria and the Ottoman Empire (the Central Powers) fought against Great Britain, France, Russia, Italy, Romania, Canada, Japan and the United States (the Allied Powers). Thanks to new military technologies and the horrors of trench warfare, World War I saw unprecedented levels of carnage and destruction. By the time the war was over and the Allied Powers claimed victory, more than 16 million people—soldiers and civilians alike—were dead.

<https://www.history.com > topics > world-war-i-history>

- | | |
|--|-----|
| 1.1 In which year did the WWI broke out? | [1] |
| 1.2 In which year did it end? | [1] |
| 1.3 Name the five (5) main causes of the war. | [5] |
| 1.4 Mention the three countries that were competing with each other. | [3] |
| 1.5 In Africa, South African soldiers fought against the German troops.
Name the two African Countries in which these battles took place. | [2] |

TOTAL: 12

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The Guided Reader to Teaching and Learning History Richard Harris, Katharine Burn, Mary Woolley, 2013-10-15 The Guided Reader to Teaching and Learning History draws on extracts from the published work of some of the most influential history education writers representing a range of perspectives from leading classroom practitioners to academic researchers and highlighting key debates surrounding a central range of issues affecting secondary History teachers This book brings together key extracts from classic and contemporary writing and contextualises these in both theoretical and practical terms Each extract is accompanied by an introduction a summary of the key points and issues raised questions to promote discussion and suggestions for further reading to extend thinking Taking a thematic approach and including a short introduction to each theme the chapters include The purpose of history education Pupil perspectives on history education Assessment and progression in history Inclusion in history Diversity in history Teaching difficult issues Technology and history education Change and continuity Historical Interpretations Professional development for history teachers Aimed at trainee and newly qualified teachers including those working towards Masters level qualifications as well as existing teachers this accessible but critically provocative text is an essential resource for those that wish to deepen their understanding of History Education

The Practice of University History Teaching Alan Booth, Paul Hyland, 2000 This work provides a guide to good practice and its development in the teaching and learning of history in universities and colleges It examines recent thinking on the teaching of the subject surveys practices and provides advice to teachers

Standards-Based Comprehension Strategies and Skills Guide Christine Dugan, 2006-06-16 This series ensures that students learn necessary reading skills by offering a variety of texts combined with targeted lessons to practice and reinforce comprehension and fluency The fiction and nonfiction passages prepare students for the type of reading found on most standardized tests

Becoming a Secondary School Teacher Peter Fleming, 2013 This book explores the skills roles and knowledge needed to become a secondary school teacher

Jacaranda History Alive 8 Victorian Curriculum, 3e learnON and Print Robert Darlington, 2025-11-24

Single-Case Research Methods in Sport and Exercise Psychology Jamie Barker, Paul McCarthy, Marc Jones, Aidan Moran, 2011-04-14 What is single case research How can single case methods be used within sport and exercise Single case research is a powerful method for examining change in outcome variables such as behaviour performance and psychological constructs and for assessing the efficacy of interventions It has innumerable uses within the context of sport and exercise science such as in the development of more effective performance techniques for athletes and sportspeople and in helping us to better understand exercise behaviours in clinical populations However the fundamental principles and techniques of single case research have not always been clearly understood by students and researchers working in these fields Single Case Research Methods in Sport and Exercise Psychology is the first book to fully explain single case research in the context of sport and exercise Starting with first principles the book offers a comprehensive

introduction to the single case research process from study design to data analysis and presentation Including case studies and examples from across sport and exercise psychology the book provides practical guidance for students and researchers and demonstrates the advantages and common pitfalls of single case research for anybody working in applied or behavioural science in a sport or exercise setting **Keys to the Secondary Classroom** Rain Bongolan, Ellen Moir, Wendy Baron, 2009-11-16 The suggestions and tips give teachers a solid start to their year and help their students achieve This book has a unique focus on secondary teachers Janet Crews Secondary Instructional Coordinator Clayton School District MO A blueprint for successful teaching an entire year of teaching methods in one volume This book is jam packed with practical useful forms to guarantee a meaningful year for both the students and especially the teacher Ronald W Poplau Social Studies Teacher Shawnee Mission Northwest High School KS An easy to use source for all the strategies you need to thrive in the secondary classroom Preparing adolescent students for today s increasing demands requires commitment organization subject matter knowledge and passion But with the right strategies and tools first year secondary school teachers can approach this challenge with greater confidence and ease Leveraging a wealth of information and research from the New Teacher Center this user friendly guide provides a solid foundation for classroom management lesson planning and assessment Teachers will learn step by step tips for organizing standards based curriculum across the content areas supported by extensive reproducible forms and go to references including lesson plans from exemplary math and language arts teachers The authors provide specific strategies for Reaching struggling readers Working with English learners and their families Designing lessons with assessment in mind Sustaining a passion for teaching Covering everything needed for your first year and beyond this guide provides invaluable insights on succeeding with adolescent students *Resources for Teaching Middle School Science* Smithsonian Institution, National Academy of Engineering, National Science Resources Center of the National Academy of Sciences, Institute of Medicine, 1998-04-30 With age appropriate inquiry centered curriculum materials and sound teaching practices middle school science can capture the interest and energy of adolescent students and expand their understanding of the world around them Resources for Teaching Middle School Science developed by the National Science Resources Center NSRC is a valuable tool for identifying and selecting effective science curriculum materials that will engage students in grades 6 through 8 The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards This completely new guide follows on the success of Resources for Teaching Elementary School Science the first in the NSRC series of annotated guides to hands on inquiry centered curriculum materials and other resources for science teachers The curriculum materials in the new guide are grouped in five chapters by scientific area Physical Science Life Science Environmental Science Earth and Space Science and Multidisciplinary and Applied Science They are also grouped by type core materials supplementary units and science activity books Each annotation of curriculum material includes a recommended grade level a description of the activities involved

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and of learning social studies thinking concepts guided inquiry questions and learning goals support for developing historical thinking skills access to digital image banks and digital reproducibles Find download instructions in the Appendix of the book

Star Trek, History and Us A.J. Black, 2021-04-12 Since 1966 the Star Trek television franchise has used outer space and the thrilling adventures of the crews of the U S S Enterprise to reflect our own world and culture Kirk and Spock face civil rights issues and Vietnam war allegories while Picard Data and the next generation seek an ordered post Cold War stability in the Reagan era The crews of Deep Space Nine Voyager and Enterprise must come to terms with our real life of war manifest destiny in the 21st century and the shadow of 9 11 Now as the modern era of the franchise attempts to portray a utopia amidst a world spinning out of control Star Trek remains about more than just the future It is about our present It is about us This book charts the history of Gene Roddenberry s creation across five decades alongside the cultural development of the United States and asks are we heading for the utopian Federation future or is it slipping ever further away from reality

Disciplinary Intuitions and the Design of Learning Environments Kenneth Y. T. Lim, 2014-10-19 As children we would have spilt glasses of milk dropped things and broken things As children therefore we would have developed intuitions about how the world works but we would not necessarily have been able to explain these workings It would only have been till we entered formal schooling that we would have learned codifications of canon within each respective discipline and consequently how to articulate the canon to explain the intuition The preceding example was from the natural sciences but one could just have easily taken an example from say the environmental sciences or from the social sciences Indeed much of this book does just that as it seeks to chart the territory of a new theory of learning around Disciplinary Intuitions Many of the chapters within draw frequent and explicit linkages to curriculum design from the premise of the need to go beyond addressing the conceptions of learners to seeking to understand the substrate upon which these conceptions are founded The argument is made that this substrate comprises the particular set of lived experiences of each learner and how because these lived experiences are as tacit as they are diverse designing curriculum around misconceptions and preconceptions alone would not lead to enduring understanding from first principles From this perspective Disciplinary Intuitions constitute an exciting field at the nexus of learning theories and curriculum design *Rush University Medical Center Review of Surgery E-Book* Jonathan A. Myers, Jose M. Velasco, 2011-05-11 Rush University Medical Center Review of Surgery edited by Drs Velasco Bines Deziel Millikan McCarthy Prinz and Saclarides gives you a concise yet comprehensive review of both general surgery and surgical subspecialties in a user friendly question and answer format that mimics actual exams Thoroughly revised this 5th edition adds new chapters and updates existing chapters with the latest surgical techniques and practices plus an increased emphasis on ethics while maintaining its broad review of surgical topics to provide wide ranging and complete coverage of the information most important to you More than 1 500 peer reviewed questions mirror standardized test blueprints provide a realistic simulation of the actual test taking experience so you can become accustomed to the exam

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Comprehensive World History: A Complete Reference Book for CLASS XI Ajay Vaid, Through a focus on a number of historical themes debates and different sources the History curriculum introduces the students to a number of significant historical events and processes Students may learn about the events and procedures through a discussion of these topics but they could also experience the thrill of reading historical accounts However a useful method of determining whether the lessons learned The process of having specified outcomes can guarantee whether or not objectives have been realized These results have been listed in order for the concerned teachers and their pupils to use various constructive tactics against the learning objectives and competency based evaluation methods Students would also be able to record relate and compare developments in various contexts analyze linkages between similar processes occurring in various historical eras and learn how various historical inquiry methodologies relate to one another through the course material *Resources in Education*

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