# Sample Unit – History Extension – Year 12

***Sample for implementation for Year 12 from Term 4, 2018***

| **Unit title** | Constructing History (History in the Digital Age) | **Duration** | 2 weeks |
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| **Unit description** | Students investigate the nature of history and changing approaches to its construction. This unit illustrates selected content from the Constructing History – Key Questions section of the course. | | |
| **Outcomes**  A student:  **HE12-1** analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations  **HE12-3** communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues  **HE12-4** constructs an historical position about an area of historical inquiry, and discusses and challenges other positions | | | |
| **Resources**   * Kiem, P, *The Digital Revolution and History*, in Teaching History, December 2015. * Popkin, J 2016, *From Herodotus to H-Net: The Story of Historiography*, Oxford University Press. * Raab, N.A. *Who is the Historian?* University of Toronto Press, Toronto. * University of Nebraska-Lincoln, (n.d.), *The Digital History Project,* accessed 16 January 2017, <<http://digitalhistory.unl.edu/>> * Coohill J, (n.d.), *Professor Buzzkill*, accessed 16 January, 2017, <[www.professorbuzzkill.com](http://www.professorbuzzkill.com)> * *The Armageddon Letters*, (n.d.), accessed 16 January, 2017, <[www.armageddonletters.com](http://www.armageddonletters.com))> | | | |
| **Questions for class discussion**   * What is the ‘digital age’? (What is the ‘digital revolution’?) * How has the ‘digital age’ changed the way history is produced and consumed? * To what extent has the digital revolution contributed to a ‘democritisation’ of history? * To what extent has the digital revolution changed the role and practice of historians in the 21st century? | | **Assessment**  Assessment for Learning – Evaluation of Digital History  400–500 words. | |

| **Content** | **Teaching, learning and assessment** | **Differentiation** |
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| **Key questions**   * How has history been constructed, recorded and presented over time? – *from Ancient times to the present day* * changing methods of historians Critical and creative thinking icon  Information and communication technology capability icon * forms of historical communication: written, oral, visual, audio-visual, multimedia, digital  Information and communication technology capability icon * Why have approaches to history changed over time? – from Ancient times to the present day   + changing technology  Information and communication technology capability icon Literacy icon   + changing audiences Literacy icon Difference and diversity icon | *Students will be required to complete some reading and investigation outside class time to prepare for some of the following activities.*   * Students work in pairs or small groups to create a list of the most important changes/developments/inventions that have shaped history. These might include the invention of writing, archives, television, demographic changes (eg expansion of Western education systems), etc. Groups share their ideas with the class. * Students read the following and make notes on the History Extension Key Questions: * Paul Kiem, ‘The Digital Revolution and History’, *Teaching History*, December 2015 * Nigel A. Raab, *Who is the Historian?*, Chapter 4: ‘The Historian in the Digital Age’ * Students participate in a guided class discussion. Questions could include: * How has technology impacted the work of historians? * How has the work of historians *not* changed in the digital age? * In pairs or small groups, students investigate and analyse the strengths/weaknesses some different examples of histories that have been developed with a digital focus. These could include: * Professor Buzzkill (podcast) – [www.professorbuzzkill.com](http://www.professorbuzzkill.com) * The Armageddon Letters – [www.armageddonletters.com](http://www.armageddonletters.com) * Others can be found using The Digital History Project – <http://digitalhistory.unl.edu/> | **Structured**  Students are provided with a list of changes/developments/inventions which they rank in order of importance. |

| **Content** | **Teaching, learning and assessment** | **Differentiation** |
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|  | * Students share their analysis of a digital history product with the class and compare and contrast the examples investigated. * Students participate in a class discussion considering some higher-order questions: * To what extent has the digital age been positive for the field of history? * What are some of the future challenges that historians may face with modern technology?   **Assessment for Learning** |  |
|  | * Students write a 400–500 word evaluation of ONE example of digital history. The written evaluation should make use of key terms and concepts and relevant parts of the History Extension Key Questions.   The teacher uses this evidence to identify areas where there is a need to consolidate students’ understanding about the nature and construction of history. | **Structured**  Students are provided with a template which supports the writing of their evaluation. |

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| **Reflection** | **Evaluation** |