# Sample Unit – History Extension – Year 12

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

| **Unit title** | Introduction to the History Project | **Duration** | 3 weeks |
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| **Unit description** | Students undertake an individual investigative project, focusing on an area of changing historical interpretation.  This unit aims to introduce students to the key requirements of the History Project, and to help them begin to develop their planning and preparation. In this unit, students will closely examine the NSW History Extension syllabus requirements for the History Project in addition to sample projects that have been completed to a high standard. Students will also be required to begin conceptualising, discussing and evaluating their own ideas for their individual project. | | |
| **Outcomes**  A student:  **HE12-1** analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations  **HE12-2** plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches  **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**   * Sample student project (*Teaching History* and school samples, if available) * NSW History Teachers’ Association digital resources – Available online | | | |
| **Questions for class discussion**   * What are the major requirements of the History Extension Project? * How does the History Extension Project differ from other history research projects? * What makes a good topic for the History Extension Project? * How can resources for the Major Project be located? * How should the Major Project log be organised? * What are some common challenges and obstacles to completing the History Extension Major Project? | | **Formal assessment**  History Project – Historical Process   * Proposal * Process log * Annotated sources   History Project – Essay   * Essay * Bibliography | |

| **Content** | **Teaching, learning and assessment** | **Adjustments** |
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| Students:   * plan and conduct a substantial historical investigation by:   + developing a proposal for an historical investigation Personal and social capability icon | *Students will be required to complete some reading and investigation outside class time to prepare for some of the following activities.*   * Students discuss their initial impressions of the History Project. * Students analyse and discuss the key requirements of the History Extension Project outlined in the NSW Stage 6 History Extension syllabus. * Students analyse at least 2–3 sample projects that have been completed to a high standard (school projects or NSW History Teachers’ Association prize winners could be provided). Students discuss projects as a class. * Students are provided with the assessment notice for the History Project including: * Process Log * Proposal * Essay * Bibliography * Students engage in a Q and A session with a past student, historian or regional expert. |  |
|  | * Students participate in a table discussion during which they brainstorm initial topics for the History Extension projects. Each student has two minutes to explain a maximum of three ideas. After each student has explained their main ideas, other group members have three minutes to ask questions and provide initial feedback. Students should take notes as they receive feedback and include these in their process log. * The teacher meets informally with the students to monitor and review the development of the History Project. * Students visit a library (school, local or other) for a research tutorial with a librarian. Students should attend with potential topics ready to research under guidance. In addition, students should take a notebook to record key tips and the details of resources that may be useful. Notes may be taken in student process logs. | **Structured**  Students are provided with a range of possible themes, and related material, from which a topic may be considered. |

| **Content** | **Teaching, learning and assessment** | **Adjustments** |
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| * + locating, selecting, analysing, synthesising and evaluating historical information from a range of sources with differing perspectives and interpretations Ethical understanding icon  Information and communication technology capability icon Literacy icon | **Assessment as learning: Individual Presentation (due end of Term 4)**   * Students prepare a 4–5 minute presentation explaining their idea for the History Extension Project. The presentation must outline: * the main topic (and potential question) proposed * key inquiry questions * resources obtained (this might include experts/individuals who might be contacted for assistance such as a historian, journalist or museum curator) * possible timeline for completion * Students receive feedback on their presentation from their teacher and peers focusing on: * appropriateness of the topic (is the topic/question addressing the key requirements of the syllabus?) * quality of the resources identified (are the resources mainly academic, relevant and diverse in perspective?) * achievability of the project (does the intended project have the potential to be completed in the given timeframe?) |  |
| * maintain the process and documentation of historical inquiry Literacy icon | * Students update their individual process logs with teacher comments and feedback, and personal reflection. |  |

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