



Two lessons

### **Ancient History Assessment Task 3, 2016 – Guided Inquiry** **The Year 11 inquiry community is exploring the Ancient World.**

You are free to investigate anything from the Preliminary and HSC courses (or outside them) that you are NOT studying at this school.

You will be using the Guided Inquiry process to carry out your historical investigation.

**Start with a broad investigation to narrow down your area of interest.**

The nature, format and stages of the Guided Inquiry task, resources, scaffolds and due dates are explained.

You will be presented with options and categories (see Introductory Power point under *Helpful Scaffolds and Information*). You will note down a series of options/categories that captivate your interest and brainstorm some preliminary questions to provoke investigation and lead to some decision making.

The following sites give brief overviews maps and timelines about the extent and nature of the Ancient World.

- <https://www.youtube.com/watch?v=jpD01pXsTAE>
- <https://www.youtube.com/watch?v=UW-bEg7uNrA>
- <https://www.youtube.com/watch?v=PSsa5-qpZto>
- <https://www.youtube.com/watch?v=kix2L1j2cDc>

Check Clickview for ideas, directions, and options of interest.

Suggestions for your **inquiry log/ note taking formats** will be offered, including Evernote and Cornell. You will be required to share your notes with your teacher or teacher librarian. This will be included in your Process Mark.



Three lessons









You are to choose a **broad topic area that excites your interest**, and join an inquiry circle consisting of other students also interested in that area. You do not have to choose from these topics, if another broad area is fascinating to you.



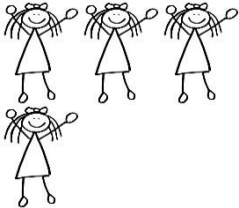

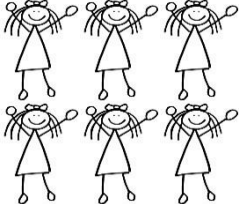
<b>Ancient mysteries/lost cities</b>	<b>Significant cities of the ancient world</b>
<b>Turning points in ancient history - decisive events and issues</b>	<b>Ancients who behaved badly</b>
<b>How museums present the ancient past</b>	<b>How modern media (music, film, literature, play, art) portrays the ancients (site, event, personality, battle, issue)</b>
<b>Inspirational leaders, writers and/or thinkers of the ancient world</b>	<b>Fascinations, fads, feats and fancies of the ancient world</b>
<b>The most terrifying civilisations/warrior cultures in ancient history</b>	<b>Archaeology, science and the ancient history</b>

You will use the stages of Guided Inquiry to learn how to research, culminating in your Process record (weighted 20%) and finished Product (weighted 10%). This will take you on a journey of 6 weeks, 26 class lessons AND homework time).

**In Immerse, keep to OVERVIEW information. Stay away from Google. Use:**

- Encyclopedia Britannica and other library e-subscriptions
- Wikipedia - especially the links' section at the bottom of articles.
- Clickview, DVD and Youtube
- Destiny Library
- BBC Ancient History: <http://www.bbc.co.uk/history/ancient/>
- BBC Ancient History – Other cultures: <http://www.bbc.co.uk/history/ancient/cultures/> and <http://www.bbc.co.uk/ahistoryoftheworld/programme/> - good for finding unusual topics, in areas other than Greece, Egypt and Rome, such as the Americas and Asia - e.g. Mayan civilization, personalities, e.g. Queen of Sheba.
- [http://www.taisei.co.jp/kodaitoshi/enter\\_e.html](http://www.taisei.co.jp/kodaitoshi/enter_e.html)
- <http://www.thegreatcourses.com.au/courses/history-of-the-ancient-world-a-global-perspective.html>

	<ul style="list-style-type: none"> <li>To get access to books and online databases at the <b>State Library</b>, apply online for a library card which allows you free use of the databases at: <a href="http://www.sl.nsw.gov.au/system/forms/selfreg.html">http://www.sl.nsw.gov.au/system/forms/selfreg.html</a></li> </ul> <p><b>Lesson 1: Immerse, submit the completed document, Choosing my Topic Area.</b></p>
 <p><b>Six lessons</b></p> 	<p>What is your <b>personal "take"</b> on the information you have read? Are you discovering <b>clear points of view</b> in your topic area? Are you keeping <b>bibliographic details</b> systematically in your inquiry log?</p> <p>Brainstorm some possible questions. Check the <b>question formulation guide/question starters</b> under <i>Helpful Scaffolds and Information</i>. Share questions, ideas and resources with peers from similar Inquiry Circles.</p> <p><b>Your searching should still be broad, but beginning to get deeper.</b> Use:</p> <ul style="list-style-type: none"> <li>Library e-resources eg subscriptions like History Study Centre - Search under the specific subtopic you've chosen, e.g. Battle of Thermopylae</li> <li>Google and Questia</li> <li>Library books - The Best!</li> <li>Web links from bottom of page articles on Wikipedia</li> <li>Links on Destiny</li> </ul> <p><b>Lesson 2 of Explore: Submit Research Reflection 1.</b> You do not have to commit to <b>THE</b> question yet, but you have decided on the topic area and are narrowing your focus and playing around with possible questions.</p>
 <p><b>Three lessons</b></p> 	<p><b>Heavy duty working on your inquiry log (notes and bibliographic record)</b> Here's where you think about what information you have gathered and what you are going to do with it.</p> <p>Now make some decisions about your specific focus/direction(s). Review and massage your brainstormed questions.</p> <p>Sort, cull, clarify your information until you have a clearer picture of your focus/direction.</p> <p>What notes will you choose to address that direction?</p> <p>Work with a peer from your Inquiry Circle to piggy back on ideas for questions and useful resources and clarify notes.</p>
 <p><b>Three lessons</b></p> 	<p><b>Gather - 3 lessons</b></p> <p>What draft essay question are you considering? Do you have enough information to apply to your draft essay question? Cull your notes, get rid of those no longer relevant. Do you have areas which have not been sufficiently researched? This is the stage of Guided Inquiry where you are looking <b>ONLY</b> for information which will answer your question. Have you used:</p> <ul style="list-style-type: none"> <li>Questia</li> <li>Books</li> <li>State Library Online Databases - Cambridge Histories Online, JSTOR, Proquest History, Best of History</li> <li>History Reference Centre (specially good for opposing points of view)</li> <li>Ancient History Sourcebook for original sources: <a href="http://www.fordham.edu/halsall/ancient/asbook.asp">http://www.fordham.edu/halsall/ancient/asbook.asp</a></li> <li>Perseus Digital Library for original sources: <a href="http://www.perseus.tufts.edu/hopper/search">http://www.perseus.tufts.edu/hopper/search</a></li> </ul>

 <p>CREATE</p>  <p>SHARE</p> <p>Nine lessons</p> 	<p>Work individually or as an inquiry circle (of similar topics) to create an <b>inquiry chart/mind map</b> to help you to finalise your essay question and create the detailed plan of your essay.</p> <p><b>Lesson 1 of Create/Share: Submit Research Reflection 2</b></p> <p>Review the documents under <i>Helpful Scaffolds and Information</i>: forming questions/question starters, how to plan and develop an History Essay Question, creating in text citations and bibliographies.</p> <p><b>You now have 6 lessons to work, revise and re-work your draft plan into your final product.</b></p> <p><b>The Final Product, Final Reflection and bibliography are due Lesson 9.</b></p>
 <p>EVALUATE</p> 	<p>Evaluation consists of:</p> <ul style="list-style-type: none"> <li>• <b>The essay</b> - weighted 10%</li> <li>• <b>The process</b> - weighted 20%. This consists of your notetaking, bibliography, footnoting, 3 Research Reflection documents, teacher observation, log completion and oral feedback.</li> <li>• <b>The oral feedback</b> is where you will participate in a culmination conversation to answer a higher order question which is related to the area of focus in your essay.</li> </ul>

### Information process steps

Here are the Research Reflection documents you are to download, complete and post to your own intranet page

- [Research Reflection 1](#)
- [Research Reflection 2](#)
- [FINAL Research Reflection 3](#)
- Open: [Introduction to the Guided Inquiry process and task](#)
- Open: [The research River](#)
- Immerse: [Help in Choosing my Topic Area](#)
- Immerse: [Guide to Skimming and Scanning](#)
- Immerse: [Guide to Note taking](#)
- Explore: [Question Formulation Technique \(Inquiry Circle activity\)](#)
- Identify: [Help in developing an Inquiry Question](#)
- Gather: [Planning, preparing and constructing arguments for your essay](#)
- Create: [Template for drafting your essay plan](#)
- Create: [Template 2 for drafting an essay plan](#)
- Create: [Essay writing technique](#)
- Create: [Acknowledging sources - intext citations](#)
- [APA Citation Guide](#)
- [Marking criteria for the Product](#)
- [Marking criteria for the Process](#)

**2016 Ancient History Preliminary Course: Historical Investigation Guided Inquiry (Task 3)**

**Marking criteria**

**Outcomes:**

P3.1 Locate, select and organise relevant information from a variety of sources

P3.6 Plan and present the findings of historical investigations, analysing and synthesising information from a range of sources.

P4.2 Communicates knowledge and understanding of historical issues using well-structured oral form

	5	4	3	2	1
<b>Bibliography /In-text citation – Inquiry log</b>	Correctly referenced bibliographic details, including a wide variety of sources. Excellent incorporation of in-text citation technique.	Correctly referenced bibliographical details, including a variety of sources. Competent incorporation of in-text citation technique.	Mostly correctly referenced bibliography including a variety of sources. Some accurate use of in-text citation.	Bibliography includes some sources. Format may have some errors. Inadequate/minimal use of in-text citation.	Bibliography included with many errors. Limited use of in-text citation.
<b>Note-taking – Inquiry log</b>	High level skills of research for and organization of in-depth information, strongly synthesizing information from primary and secondary sources, evident in comprehensive annotated notes.  High level investigative skills leading to well formulated enquiry question that allowed for formulation and exploration of controversy within the topic.	Well developed research skills of location and organization of in-depth information, synthesizing information from primary and secondary sources, evident in annotated notes.  Sound investigative skills leading to an enquiry question which allowed for formulation and exploration of controversy within the topic.	Developing research skills of location and organization of information, including some primary and secondary sources, evident in use of annotated notes  Developing investigative skills leading to an enquiry question which allowed for formulation and some exploration of areas of controversy within the topic.	Basic research skills of location and organization of information, with inadequate balance between primary and secondary sources, with some attempt at synthesizing information in notes.  Basic research skills leading to satisfactory enquiry question	Limited skills of location and organization of information, with limited primary and secondary sources, as evident in notes.  Limited research and limited enquiry question
<b>Use of Intranet personal page/ Weekly Logs</b>	Highly competent management of area of interest, using all available knowledge and scaffolding provided on intranet page, highly competent weekly logs attended to on weekly basis, always kept up-to-date.	Competent management of area of interest, using available knowledge and scaffolding provided on Intranet page, competent weekly logs attended to, mostly kept up-to-date.	Worked an area of interest and used knowledge and scaffolding provided on intranet page, weekly logs satisfactorily attended to, generally kept up-to-date	Basic management of area of interest, developing limited initial knowledge, with attempts to use scaffolding provided, weekly logs often handled in a basic way and infrequently.	Limited ability in managing an area of interest and using knowledge and scaffolding provided, limited weekly logs in quality/frequency.
<b>Research Reflection sheets (3)</b>	Strong awareness and quality reflection on information process, as evident in 3 Reflection sheets,	Reflective and aware user of information process, as evident in 3 Reflection sheets, which were presented on time.	Reflection sheets demonstrate an awareness of information process, and were mostly presented on time.	Reflection sheets demonstrate little awareness of own process of research. Often difficulties in	Reflection sheets demonstrate limited awareness of own process of research, often not submitted.

	which were presented on time.			presenting them on time.	
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Oral discussion/Culmination conversation</b>	Highly competent ability to link knowledge and understanding of research focus to an unseen general question Excellent ability to support arguments with specific examples from sources. Highly articulate and demonstrates critical and reflective thinking	Competent ability to link knowledge and understanding of research focus to an unseen general question Clear ability to support arguments with examples from sources. Articulate and demonstrates reflective thinking	Ability to link knowledge and understanding of research focus to an unseen general question Ability to support arguments with some historical examples Mostly articulate and demonstrates thinking	Some ability to show linkage between knowledge of research focus and an unseen general question Some reference to historical examples Demonstrates some thinking	Limited ability to show linkage between research focus and unseen general question Basic reference to historical examples
<b>Mark and comment:</b>					