© The State of Queensland (Queensland Studies Authority) and its licensors 2013. All web links correct at time of publication.

|  |
| --- |
| *C:\Users\jcar\Desktop\Moai.jpg* |
| Image: *Easter Island, Rano Raraku, moais*, Arian Zwegers, Creative Commons Attribution 2.0, [www.flickr.com/photos/azwegers/6691014193/](http://www.flickr.com/photos/azwegers/6691014193/) |

|  |
| --- |
| Present a multimodal response to a history mystery from the ancient past (between 60 000 BC – c.650 AD) that has challenged historians or archaeologists. Refer to evidence and sources to support your response. |
| **You will:**   * identify a history mystery from the ancient past * develop questions to guide your research into the history mystery * identify historical sources and analyse evidence to investigate the history mystery * develop and deliver a multimodal presentation to propose a solution to the mystery based on evidence (300–400 words or 3–4 mins). |

## Section 1. Identifying your history mystery

Identify the history mystery you will be investigating. The Assessment resource: *Investigating a history mystery* provides some suggestions.

**I will be investigating**

Define the historical terms and concepts that are relevant to this inquiry.

|  |  |
| --- | --- |
| **Historical terms** | **Historical concepts** |
| ancient: | evidence: |
| artefacts: | continuity and change: |
| BCE: | cause and effect: |
| CE: | perspectives: |
| BC: | empathy: |
| AD: | significance: |
| evidence: | contestability: |
| interpretation: |  |
| dating conventions: |  |
| archaeology: |  |
| era: |  |
| antiquity: |  |
| civilisation: |  |
| excavation: |  |
| primary source: |  |
| secondary source |  |

Develop a broad inquiry question about the history mystery that you will aim to answer.

Consult with your teacher about the suitability of your inquiry question before proceeding.

Teacher signature: ………………………….. Date: ………………………….

## Section 2. Developing questions

Develop research questions to investigate your history mystery. Write these in the table below.

Use question starters to help you to pose a range of different questions: What, When, Where, Who, How?

You need to make sure your research identifies:

* background details about the mystery
* what historians know or believe about the mystery
* the different ideas or answers that historians have about your mystery
* how historians have come up with these ideas or answers (the methods they used and the evidence on which they are basing their answer).

|  |
| --- |
| Research questions |
|  |
|  |
|  |
|  |
|  |
|  |

Consult with your teacher about the suitability of your inquiry question before proceeding.

Teacher signature: ………………………….. Date: …………………………..

## Section 3. Locating and evaluating sources

Locate sources of evidence, including internet resources, which will help you to find answers to your questions.

Complete the table below to identify the origin, purpose and usefulness of primary (P) and secondary (S) sources of information including archaeological artefacts.

|  |  |  |  |
| --- | --- | --- | --- |
| Name of source  Type of source (P or S) | Origin and purpose of the source | Whose point of view is presented?  How reliable is this source?  Can the source be contested on its truthfulness? | Which question(s) will this source help you to answer? |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Explain to your teacher why these sources provide relevant information.

These are suitable sources (Teacher signature): …………………………..

## Section 4. Analysing and using sources

Use your sources to answer your questions. Record your notes in the table below.

|  |  |  |
| --- | --- | --- |
|  | Dot point summary of research | Source details |
| Background details |  |  |
| What historians know/believe |  |  |
| How historians know (methods used to find out) |  |  |
| Different ideas and theories about your mystery |  |  |

Complete the table below to identify the most useful primary and secondary sources of information (a minimum of two) that you have used to investigate the history mystery.

|  |  |  |
| --- | --- | --- |
|  | Describe the origin and purpose of the source of information | Identify how the source is useful in answering your inquiry question |
| Primary source |  |  |
| Primary source |  |  |
| Secondary source |  |  |
| Secondary source |  |  |

## Section 5. Developing a presentation

Plan your presentation with dot points using the following organisers. Consider how you will use visual and audio materials to deliver your multimodal presentation.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **#** | **Organisers** | **Advice and hints** | **Planning** |
|  | **1** | **Overview** | Write a brief summary of your history mystery. Think about what, where, when and WHY it is a mystery. |  |
|  | **2** | **What historians know** | Describe what is known about your mystery. |  |
|  | **3** | **The inquiry question** | Explain your inquiry question. |  |
|  | **4** | **Different ideas and supporting evidence** | Answer the following questions:   * What are the different ideas or answers that historians have about your mystery? * What is the origin and purpose of evidence from sources? * How have historians come up with their answers?   Identify the methods historians have used to investigate, such as excavation, carbon dating, analysing old artwork or secondary sources (see Q4) and the evidence on which they have based their answer. |  |
|  | **5** | **My answer** | Provide the answer to your main inquiry question Convince your audience you are correct. |  |
|  | **6** | **My evidence** | Use specific evidence from your research to justify your answer and convince the audience. Consider the work you did in Q4 of Section 2. |  |

**Remember to use historical terms and concepts in your presentation and to refer to evidence and sources.**

**Submit a copy of your presentation notes and visual aides to your teacher.**