

APPENDIX: THE HISTORIAN'S TOOLKIT – CONCEPTS AND SKILLS

As you investigate the ancient world, you will be required to learn and apply the same historical concepts and skills that historians and archaeologists use in their investigations. These concepts and skills are a historian's 'tools of the trade'. This toolkit describes the range of historical concepts and skills that you will learn about during your study of history.

HT.1 HISTORICAL CONCEPTS

Six key historical concepts are shown in Source HT.1. At times you might focus on just one of the concepts; at other times you will use several at once. As you learn to apply each concept, you will begin to think like a historian.



Continuity and change

Historians recognise that over time some things change, while others stay the same.

This concept is referred to as continuity and change.

Examples of continuity and change can be seen across every

civilisation and any given period of time. They can be seen in some aspect of everyday life that has continued across **centuries**, or a change in religious beliefs that has affected an entire society's culture.

Examples of continuity and change

- 1 **Continuity:** the continuity of a sport such as discus throwing, which dates back to the 5th century BC.
Change: aspects that have changed since ancient times; for example, in the ancient Olympics only men were allowed to compete, but now women compete as well; athletes were required to compete naked, but now athletes wear uniforms; modern Olympic events rely on new techniques and equipment
- 2 **Continuity:** the continuous rule of **dynasties** in ancient China over a 4000-year period
Change: the fall of one particular dynasty in ancient China and the rise of another dynasty to replace it



Source HT.2 This statue created by the Romans in the 2nd century BC is a reproduction of a famous Greek statue, Myron's *Discobolus*, created in the 5th century BC. It shows a discus thrower about to release his discus.

APPLY HT.1

- 1 Find examples of continuity and change related to activities you do, or objects that you use every day. Think about things you do or use that have stayed the same for many years, and others that have changed. Why might this be the case? Share your thoughts with the class.

Cause and effect

The concept of cause and effect is used by historians to identify the events or developments that have led to particular actions or results. Sometimes the link between cause and effect is clear. For example, heavy rain over many weeks (cause) leads to flooding and the destruction of crops (effect). However, this link is often less obvious or more complicated. Generally, there are many causes (reasons) that lead to an event or result. There can also be many effects or outcomes.

Examples of cause and effect

The fall of the Roman Empire was not only the result of Rome being attacked and destroyed by invading tribes in AD 410, it was also due to a combination of other events, including:

- civil wars
 - economic problems
 - diseases and plague
 - inefficient and corrupt government
 - the unmanageable size of the empire
 - military defeats which meant that Rome could no longer defend its borders.
- (See Chapter 4, 'The downfall and legacy of Rome')

APPLY HT.2

- 1 Your birth will have had many effects or outcomes. Brainstorm to list 5 to 10 effects so far.
- 2 At its fullest extent, the Roman Empire reached from northern Britain, across all of Europe into northern Africa and the Arabian Peninsula. Think of some of the possible effects of its collapse on the people living in these regions. Share your knowledge and ideas in a class discussion.

Perspectives

The concept of perspectives is an important part of historical inquiry. A person's perspective is their point of view – the position from which they see and understand events. People will have different perspectives about an event, person, even a society, depending on factors such as their age, gender, social position, and beliefs and values. Historians must try to understand the different values, beliefs and experiences that shaped or affected the lives of people who lived in the past, despite their own perspectives.

People from the past will have had different perspectives about the same event. For example, an invasion would be viewed very differently by the conquering forces and the defeated peoples.

Writers and historians also have perspectives that can influence their interpretation of the past.

Examples of perspectives

- 1 Much of what we know about the ancient world comes from the writing of the Greek historian Herodotus. He was the first to record what he read, saw and heard in a planned



Source HT.3
Dani Samuels
Women's Discus
Throw Final, the
London 2012 Olympic
Games



Source HT.4 A bust of
Herodotus, who was
known as the 'father of
history'

APPLY HT.3

- 1 If five different people saw a fight in the schoolyard, it's very likely that each person would have a different perspective about how the fight started, what happened and why. Using your imagination, draw a cartoon of the scene showing (and explaining) five possible perspectives of the fight.

and ordered manner, and was concerned about accuracy in his writings. Modern historians investigating the Persian Wars in ancient Greece approach Herodotus' accounts with care, knowing that this source of evidence comes from the perspective of a writer from the Greek city-state of Athens. Herodotus would have considered Greek values and way of life to be superior to those of the Persians.

- 2 Many people today would share the belief that slavery is wrong. They would be shocked by the fact that about one-quarter of the population of ancient Rome were slaves. However, slavery was an accepted part of ancient Rome and many other ancient societies. Today, a logical assumption is that slaves led lives of misery because of their position in society. This was not always the case. Some masters took great care of those slaves whom they valued for their skills. Some slaves became tutors in wealthy households, or had positions of influence with emperors. Some were valued for their strength and physical attractiveness.

Empathetic understanding

Empathetic understanding is the ability to understand and appreciate particular events or actions from someone else's point of view. In the study of history, empathetic understanding is about trying to understand and appreciate the thoughts and views of people who have lived at different times, and in different cultures from your own. In short, this concept encourages us to put ourselves in someone else's shoes – to think the way they may have thought and feel the things they may have felt. Empathetic understanding helps us to understand the impact of past events on an individual or group. It also helps us to understand what has motivated an individual or group to act in a particular way.

Examples of empathetic understanding

The ancient Chinese custom of foot binding can be better understood by putting yourself in the position of the young girls and their families who went through a process that caused pain and lifelong discomfort. Their society considered tiny feet to be beautiful, and they indicated a higher status. Girls who underwent foot binding improved their chances of a 'good' marriage that would provide security and social status. (See Chapter 6, 'Source study – Foot binding in ancient China.')



APPLY HT.4

- 1 Read 'Source study – Foot binding in ancient China' in Chapter 6 and imagine you are the mother and father of a four-year-old girl. Write a diary entry to describe the reasons why you believe you must bind your daughter's feet, and how this makes you feel.

Significance

The concept of significance relates to the importance that historians assign to aspects of the past, such as:

- events
- developments and movements
- individuals or groups
- discoveries and historical sites.

Historians make decisions about what is historically significant and worth studying. They do so by asking questions about the type of impacts particular events, discoveries, movements, individuals and sites have had on the world, both in their own time and in later periods.

HT.5 The bound feet of Chinese women were distorted to produce a 'delicate' look and way of walking.

Examples of significance

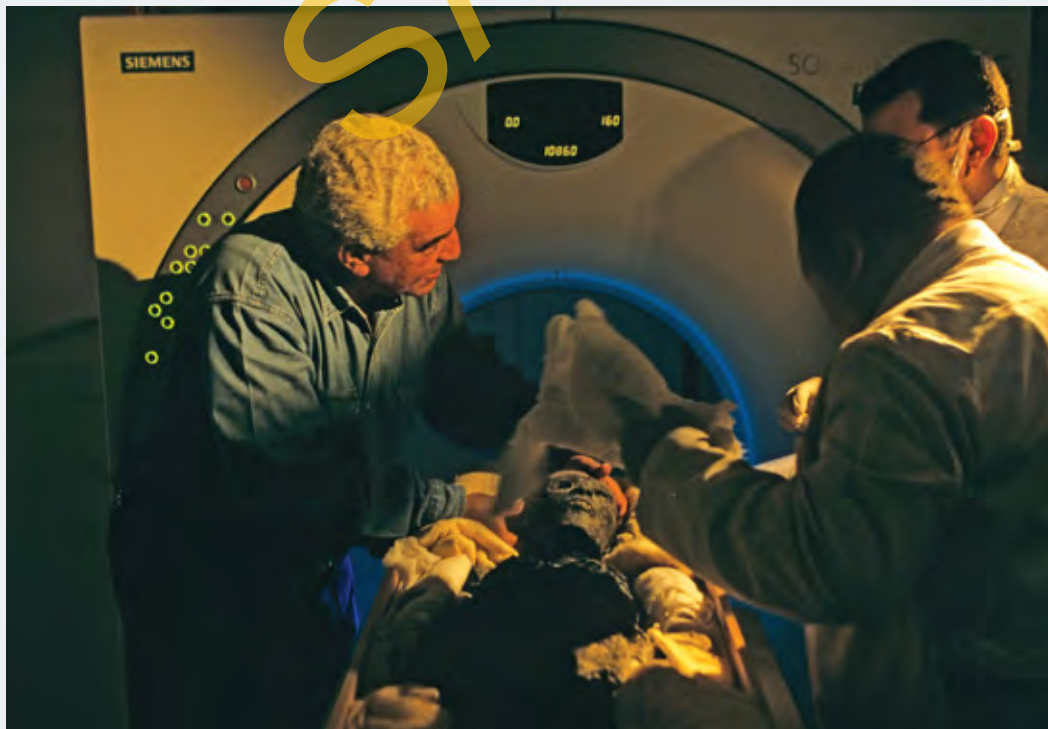
- 1 The establishment and spread of the Roman Empire is significant because it affected large areas of Europe and the Mediterranean world. It had significant impacts on many societies across the ancient world, and its legacies are still important today. (See Chapter 4, 'Legacy of the Romans'.)
- 2 A significant individual in ancient Indian history is Ashoka, a ruler of the Mauryan dynasty in the 3rd century BC. Among other achievements, his Buddhist missions to other countries in Asia were so successful that Buddhism is still a main religion in these countries. (See Chapter 5, 'Ashoka and the spread of Buddhism'.)

Contestability

The concept of contestability is about interpretations of the past that are the subject of debate among historians. Historians around the world often have access to different sources, or they may study the same sources but come to different conclusions. Often there is no right answer. The development of new technologies can provide new evidence, which helps historians in their search for a more complete understanding of the past.

Examples of contestability

The discovery of the tomb of the pharaoh Tutankhamen in 1922 was a significant event. The artefacts found there helped historians to uncover many important details about life and beliefs in ancient Egypt. But it is also ignited fierce debate, including decades of arguments about the exact cause of the boy pharaoh's death, based on experts' examinations of his mummified body. Many believed that he had been murdered or that his death was accidental. Recently developed DNA analysis in 2010 has provided evidence that Tutankhamen died from a combination of two conditions: an infection from a broken leg and malaria, an infectious disease that is usually transmitted by the bite of an infected mosquito. Some historians still contest this accepted explanation. (See Chapter 2, 'Tutankhamun – the boy pharaoh'.)



APPLY HT.5

- 1 You are planning a museum exhibit about your own life. Choose three artefacts you will include in the display, and explain why they are a significant part of your life.

APPLY HT.6

- 1 What kind of methods were used to determine the cause of Tutankhamun's death? Why do you think some historians do not accept the scientific conclusions about his death?

Source HT.6 The use of modern scans and DNA analysis has allowed historians to say with some certainty how Tutankhamen died.

H.2 HISTORICAL SKILLS

To conduct any historical inquiry, historians need to apply a range of different skills (see Source HT.7). Each skill area has a number of specific skills that you will learn during your study of history. Some activities in your depth study topics will focus on one skill. Other activities, such as the Rich Tasks, are more complex and open-ended activities, requiring you to apply a number of skills to complete them.



Comprehension: Chronology, terms and concepts

Source HT.7 Historical skills

Comprehension: Chronology, terms and concepts

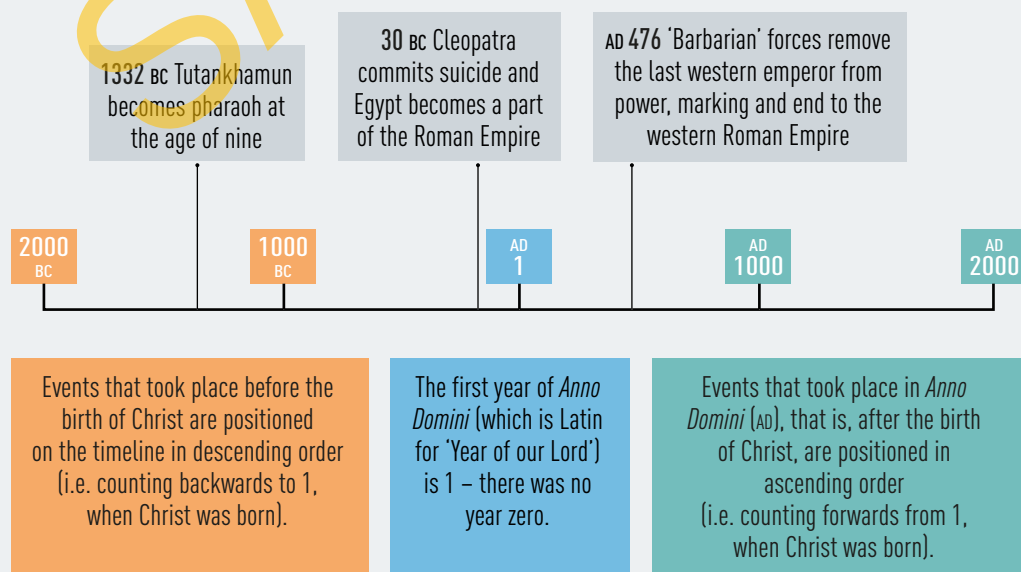
Chronology

APPLY HT.7

- 1 Create a timeline of a historical personality who interests you. Include all significant dates, such as birth, major events and death. Find pictures on the Internet to illustrate your timeline.

To get a better understanding of the past, historians organise events in the order they happened. This is known as chronology. Drawing a **timeline** is a useful way to visually represent the scope of the **time period**, as well as the order of events. We can use chronology to look at events that happened in one place or society, or compare events across many different places and societies.

Once events have been placed in chronological order, historians can use a range of historical concepts to analyse them in detail. These include cause and effect, significance, and continuity and change (for more information, see HT1 Historical concepts).



Source HT.8 A simple timeline, with some key points to be aware of when ordering events

Terms and concepts

Terms and concepts related to historical time are covered in detail in *Depth Study 1:*

Investigating the ancient past. These include terms and concepts such as **BC/BCE** and **AD/CE**.

A reference table for time periods **BC** and **AD**, divided into centuries, is provided below. You should be familiar with the terms used to describe historical time periods before you begin your *Mediterranean world* and *Asian world* depth studies.

Source HT.9 More than 2000 years 'before Christ', divided into centuries. When ordering time **BC**, remember to count backwards from 1.

Century BC	Time period	Century BC	Time period	Century BC	Time period
21st century BC	2100 to 2001	14th century BC	1400 to 1301	7th century BC	700 to 601
20th century BC	2000 to 1901	13th century BC	1300 to 1201	6th century BC	600 to 501
19th century BC	1900 to 1801	12th century BC	1200 to 1101	5th century BC	500 to 401
18th century BC	1800 to 1701	11th century BC	1100 to 1001	4th century BC	400 to 301
17th century BC	1700 to 1601	10th century BC	1000 to 901	3rd century BC	300 to 201
16th century BC	1600 to 1501	9th century BC	900 to 801	2nd century BC	200 to 101
15th century BC	1500 to 1401	8th century BC	800 to 701	1st century BC	100 to 1

Source HT.10 More than 2000 years *Anno Domini* ('in the year of the Lord') divided into centuries. When ordering time **AD**, remember to count forwards from 1.

Century AD	Time period	Century AD	Time period	Century AD	Time period
1st century AD	1 to 100	8th century AD	701 to 800	15th century AD	1401 to 1500
2nd century AD	101 to 200	9th century AD	801 to 900	16th century AD	1501 to 1600
3rd century AD	201 to 300	10th century AD	901 to 1000	17th century AD	1601 to 1700
4th century AD	301 to 400	11th century AD	1001 to 1100	18th century AD	1701 to 1800
5th century AD	401 to 500	12th century AD	1101 to 1200	19th century AD	1801 to 1900
6th century AD	501 to 600	13th century AD	1201 to 1300	20th century AD	1901 to 2000
7th century AD	601 to 700	14th century AD	1301 to 1400	21st century AD	2001 to 2100

You will learn other historical terms and concepts in the course of your depth studies.

For examples, in *Depth Study 1* you learn about:

- **primary sources** and **secondary sources**
- **hypotheses**
- **prehistory**.

During your study of ancient Mediterranean and Asian civilisations you will come across specific terms related to those topics, such as:

- **dynasty**
- **pharaoh**
- **afterlife**
- **citizen**
- **democracy**
- **patrician**
- **Mandate of Heaven**
- **caste system**.

Analysis and use of sources

Identify the origin and purpose of primary and secondary sources

Historians use two types of **sources** to gather **evidence** about the past:

- **primary sources** – objects created or written at the time being investigated; for example, during an event or very soon after
- **secondary sources** – accounts about the past that were created after the time being investigated and that often use or refer to primary sources and present a particular interpretation.

Both primary and secondary sources are useful, but they will almost always reflect the perspective of the person who created them, as well as the attitudes and beliefs of that time. So it is important for historians to understand:

- their origin – where they came from
- their purpose – why they were created.

In some cases the author may have been paid or forced to write in a particular way or ignore certain facts. This is referred to as *bias*, which is often aimed at persuading the reader to agree with the author's point of view. Analysing sources by asking 'who', 'what', 'when' and 'why' questions will help you identify the origin and purpose of the sources.

Evaluating sources

Questions historians ask to identify the origin and purpose of sources include the following:
Who wrote, produced or made the source?

- Is the creator's personal perspective obvious in the source?
- Is the creator a member of a particular group, religion or organisation?

What type of source is it?

- Was the source created at the time of the event or afterwards?

When was the source written, produced or made?

- How old is the source?
- Is it an eyewitness account or is it written by someone at a later date?
- Is the source complete?

Why was it written or produced?

- Was it designed to entertain, persuade or argue a point of view?
- Does the creator have anything to gain personally from the source?
- What other events may have been happening at the time and might have influenced the author or source?

Locate, compare, select and use information from a range of sources as evidence

By this stage of your historical inquiry, you will have located and collected a variety of different sources and types of information. Now it is time to compare and select the most relevant information that you will use as evidence to support your hypothesis. There are a number of different ways to organise large amounts of information so that you can decide quickly and easily which sources provide the most useful, relevant and reliable evidence.

Organisation charts are very useful tools for collecting, comparing and selecting suitable resources that you have located. A decision-making chart can help you do this.



Source HT.11 An example of an organisation chart that can help you to compare and select sources

Source 1: King Tutankhamun died from broken leg, not murder, scientists conclude (National Geographic website)	Pros: <ul style="list-style-type: none"> Article is current and based on scientific evidence Written by a reputable organisation – National Geographic Cons: <ul style="list-style-type: none"> The scientist refuses to listen to any counter-arguments by other experts Article uses words like 'probably' and 'most likely' and 'maybe', so they could be wrong 	Category of source: <ul style="list-style-type: none"> Secondary source Scientific article 	Reference information: http://news.nationalgeographic.com/news/2006/12/061201-king-tut_2.html (accessed 23/08/12)
Source 2:	Pros: Cons:	Category of source:	Reference information
Source 3:	Pros: Cons:	Category of source:	Reference information
Source 4:	Pros: Cons:	Category of source:	Reference information
Source 5:	Pros: Cons:	Category of source:	Reference information
Recommended sources in order of relevance/usefulness			

Draw conclusions about the usefulness of sources

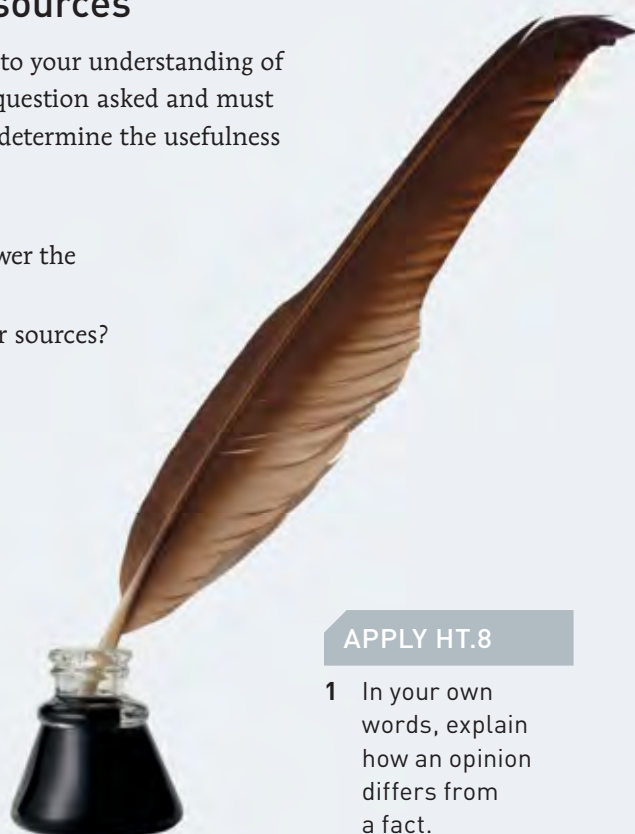
A useful source, whether primary or secondary, is one that will add to your understanding of a historical inquiry. The source needs to be relevant to the topic or question asked and must also be reliable. The following are good questions to ask in order to determine the usefulness of a source:

- Is it a reliable source?
- Is there enough information and sufficient detail to help me answer the inquiry question?
- Does the information support and reinforce evidence from other sources?
- Is it balanced or does it present one point of view (bias)?
- Is it based on fact or opinion?
- Is the information current?

Separating fact from opinion

The conclusions you draw about the sources you have found will determine their usefulness. In many cases, this means separating fact from opinion. A fact is something that can be proved: when an event took place, what happened and who was involved. An opinion is based on what a person, or persons, may believe to be true. A simple way to detect whether a statement is fact or opinion is to look closely at the language used. The use of words like 'might', 'could', 'believe', 'think' and 'suggests' all indicate that an opinion is being expressed. For example:

- Fact: Tutankhamun was a pharaoh who ruled Egypt.
- Opinion: Many historians believe that Tutankhamun was murdered.



APPLY HT.8

- 1 In your own words, explain how an opinion differs from a fact.

Perspectives and interpretations

Identify and describe different perspectives of participants in a particular historical context

Primary and secondary sources reflect and represent many different points of view, attitudes and values. These may include personal, social, political, economic or religious points of view. For example, the Greek historian Herodotus visited Egypt in 450 BC and wrote the following account of how the Great Pyramid at Giza was constructed:

Source HT.12

[Then] Cheops [the pharaoh] succeeded to the throne ... he closed the temples and forbade the Egyptians to offer sacrifice, compelling them instead to labour in his service. A hundred thousand men ... ten years oppression of the people to make the causeway for the conveyance of the stones [a ramp to move the stones] ... the pyramid itself took twenty years ... built in steps.

Translated extract from The Histories, Book II, by Herodotus, a Greek historian (c. 450 BC)

Source HT.13 The Great Pyramid at Giza, Egypt



For many years this account was believed to be true, along with Herodotus' claim that over 100 000 slaves had been forced to build the pyramid. Historians now know that Herodotus' account is incorrect. At the time of his visit, the pyramid had been standing for over 2000 years and its construction was almost certainly not achieved with the use of slave labour as he described.

APPLY HT.9

- 1 Do you think that two people with different perspectives can still be telling the 'truth' about a given event? Give reasons for your answer.

Modern historians have excavated skeletons and believe that the pyramid was built by Egyptian labourers who worked on it during flood time, when they were unable to farm. They lived in specially constructed villages near the worksite. Graffiti etched into stonework indicates that at least some of the workers took pride in their labours, calling themselves 'Friends of Khufu' ('Khufu' was the birth name of Cheops).

What could have motivated Herodotus to deliberately write this false account? As a citizen of Athens, Herodotus' view of the world was shaped by his own democratic background. He resented the fact that so much power was held by one man, the pharaoh, and may have been trying to discredit him by blackening his name.

Empathetic understanding

Interpret history within the context of the actions, attitudes and motives of people in the context of the past

The concept of empathetic understanding was discussed in the *Historical concepts* section. In your study of ancient Mediterranean and Asian civilisations, you will apply this concept by interpreting why people in the ancient past acted or behaved in particular way. To do this with empathetic understanding, you will need to keep in mind the values and attitudes of the society they lived in.

APPLY HT.10

- 1 Why is empathetic understanding an important skill for a historian to have?.

Research

Ask a range of questions about the past to inform an historical inquiry

Historians begin any historical inquiry by asking questions. From these questions, historians develop a hypothesis (a theory) about who, what, when, how, where and why certain events took place. These questions help to frame the process of inquiry, and act as a guide for type of evidence that needs to be collected.

Generating questions to inform a historical inquiry

Look closely at the stone heads of Nemrut at the site of the tomb of King Antiochus I (Source HT.14), who ruled a territory north of Syria after the break-up of Alexander the Great's empire in the 1st century BC. The statues, including the heads that have been detached, would have been 7 metres high. As well as figures representing gods, there are eagles and lions, all with their heads detached and scattered over the site.

A historian investigating the stone heads of Nemrut would start by asking questions. You can learn to do this too by asking questions beginning with 'what', 'where', 'how', 'when', and 'why'. A good question will help to open up an exciting area to explore, such as 'Who do the statues represent?'



Source HT.14 Some of the stone heads at the World Heritage-listed site of Mount Nemrut in Turkey

APPLY HT.11

- 1 Based on what you have read and what you have seen in Source HT.14, generate four questions that would lead to an interesting area for a historical inquiry.

Identify and locate relevant sources, using ICT and other methods

Sources provide information for historians. They can take many different forms, from historical artefacts to written records in books or online. Some examples of sources include human remains, coins, cave paintings, textbooks, journals, online databases, newspapers, letters, cartoons and diaries. Locating a range of relevant sources is a valuable skill which usually involves a number of different search methods, such as:

- checking catalogues at your school and local library
- using online search engines such as Google, Yahoo and Bing
- visiting museum and government websites
- looking at newspaper and magazine archives
- contacting local historical societies
- interviewing older family members about the past, and examining family antiques and keepsakes.

Using ICT to locate relevant sources

Although printed books and newspapers are valuable sources of information, most research today is conducted online. In order to ensure that sources gathered online are accurate, reliable and relevant, a number of guidelines should be followed.

Search engines such as Google are useful research tools, but much of the material on these sites is not reliable and may contain inaccuracies, false and misleading information, or material that is out of date. When using search engines like Google or Yahoo, be sure to define your search using keywords. Your librarian is a good person to ask for help and information. Most schools will also have a website devoted to providing information about developing good research skills.

A reliable way of searching for sources is to use sites linked to educational institutions, government departments, reputable companies, museums, universities and educational institutions. A quick way of telling if a site is reputable is to look at the domain name in

the URL (Internet address). Some of the most common domain names are listed in Source HT.15 along with some information about their reliability.

Avoid blogs posted by unknown individuals. If you happen to find information relevant to your investigation on a blog or social media site, always verify it by using a more reliable source.

Never cut and paste information from the Internet straight into your own work. Taking someone else's work, ideas or words and using them as if they were your own is called plagiarism and can result in very serious consequences.

Source HT.15 Some domain names and their characteristics

Domain name	Description
.edu	The site is linked to an educational institution such as a university or school. These sites are generally very reliable.
.gov	The site is linked to a government institution. These sites are generally very reliable.
.net	The site is linked to a commercial organisation or network provider. Anyone is able to purchase this domain name and generally there is no one to regulate the information posted on the site. As a result, these sites may be unreliable.
.org	The site is linked to an organisation. Generally, these organisations are not for profit (e.g., Greenpeace, World Vision International, British Museum). If the organisation is reputable and can be contacted, this generally means that the information provided has been checked and verified by that organisation. You need to be aware of any special interests that the organisation may represent (e.g., particular religious, commercial or political interests), as this may influence what they have to say on a particular issue. If you are unsure about the reliability of information found on a website with this domain name, check with your teacher or librarian.
.com	The site is linked to a commercially based operation and is likely to be promoting certain products or services. These domain names can be purchased by anyone, so the content should be carefully checked and verified using another, more reliable source.

Recording relevant sources

As you identify and locate relevant sources, it is essential that you record details to include in your list of references or bibliography. A summary of the details to include when citing (mentioning) a book or online source in a bibliography is shown below.

Citing a book in bibliography

Include the following details, in this order, if available:

- 1 author surname(s) and initial(s)
- 2 year of publication
- 3 title of book (in italics)
- 4 edition (if relevant)
- 5 publisher
- 6 place of publication
- 7 page number(s).

Example:

Dennett, B & Dixon S, 201, *Oxford Insight History 7*, Oxford University Press, Melbourne, pp. 18–19.

Citing online sources in a bibliography

Include the following information, if available:

- 1 author surname(s) and initial(s) or organisation name
- 2 year of publication or date of web page (last update)
- 3 title of document (article) enclosed in quotation marks
- 4 date of posting
- 5 organisation name (if different from above)
- 6 date you accessed the site
- 7 URL or web address enclosed in angle brackets <...>.

Examples:

British Museum, 'Papyrus from the Book of the Dead of Ani', accessed 6 September 2012, <www.britishmuseum.org/explore/highlights/highlight_objects/aes/p/book_of_the_dead_of_ani.aspx>.

Williams, AR, 2005, 'King Tut Revealed: Modern forensics and high-tech imaging offer new insights into his life – and death', June, National Geographic, accessed 17 July 2012, <<http://ngm.nationalgeographic.com/2005/06/king-tut/williams-text>>.

Explanation and communication

Historical writing requires you to describe and explain using evidence from a range of sources. You will often be required to outline the significance of a past event while providing reasons for the event and referring to relevant evidence. Different types of sources need to be used to ensure that historical writing presents a balanced view and is supported by reliable evidence. The two most common and useful text types you will be expected to use this year are descriptions and explanations.



Writing descriptions

The purpose of descriptions is to give clear information about people, places or objects at particular moments in time. Descriptions focus on the main characteristics or features of particular people or things. They 'paint a picture' in words for readers to increase their understanding.

Descriptions must be well planned, with events organised in a chronological order. Use a set structure such as the outline in Source HT.16 or a template from your teacher.

Source HT.16 A guideline for writing a description

Structure of a description	
Introduction	<ul style="list-style-type: none">• Introduces the subject• States the name of the person or event• Outlines why the topic is important
Body	<ul style="list-style-type: none">• Provides details about the person or event (including dates and important facts)• Information must be organised in paragraphs, with a new paragraph for each detail• Quotations and descriptive words should be used where relevant
Conclusion (optional)	<ul style="list-style-type: none">• Revisits the most important details and provides a concluding statement

Writing historical explanations and historical arguments

The purpose of an explanation is to tell how or why something happened. In a historical argument you are presenting a hypothesis that you can support with primary and secondary sources. Your writing in explanations and historical arguments must be clear and factual. In both types of writing you must provide supporting evidence from a variety of sources for each point made. All sources should be acknowledged in a bibliography using the correct referencing format, as outlined in the skill 'Identify and locate relevant sources, using ICT and other methods', which was covered earlier.

Source HT.17 A guideline for writing an explanation

Structure of an explanation	
Introduction	<ul style="list-style-type: none">• Clearly states the main idea or aim• Briefly outlines the reason/s why an event occurred and its effect/s
Body	<ul style="list-style-type: none">• Each idea must be supported by evidence. There should also be some analysis of the evidence to explain its significance and importance.• Information must be organised in paragraphs, with a new paragraph for each detail.• Language should be precise and not contain emotional words. Personal opinions (e.g., 'I think ...' or 'my opinion ...') should be avoided.
Conclusion (optional)	<ul style="list-style-type: none">• Provides a short and clear overview of the main ideas presented in the body• States a conclusion drawn from the evidence

Select and use a range of communication forms and digital technologies

The final stage of any historical inquiry is the presentation of your findings. This is one of the most important aspects of your inquiry because it draws together all of the sources, evidence and findings of your investigation. There are a number of ways to effectively and impressively communicate your findings. For example:

- oral – speeches, class presentations, re-enactments, interviews and role plays
- graphic – posters, cartoons, graphic organisers and models
- written – descriptions, explanations, class newspapers, scripts, letters and diaries
- digital – audiovisual presentations, websites, films, blogs, wikis and apps.

These communication forms can add colour and life to the presentation of historical information.

Steps in creating an audiovisual presentation

One of the most popular ways to present the findings of a historical inquiry is to create an audiovisual presentation. To prepare and present a successful audiovisual presentation, there are several steps to follow.

APPLY HT.12

- 1 Present a brief description and explanation of a historical event that interests you. Use whichever presentation method you prefer.

STEP 1: Gather your research

Make sure that you have collected everything that you have found out in your historical inquiry. This will include any written research or findings, a list of sources you have used, and a range of relevant images and/or photographs. If you have been working in a group, this may involve collating your research with other members of your class.

STEP 2: Plan and create your presentation

Once you have gathered your research, you will need to decide on the best way to deliver your findings. You may choose to use Microsoft PowerPoint or Prezi.

Alternatively, you may like to create a website or short film to show to the class.

How you will present your findings may depend on the criteria set by your teacher. It is important to check these before your presentation so that you can ensure you are meeting all criteria.

STEP 3: Deliver your presentation

Regardless of the format you have chosen, there are some things to keep in mind:

- Practicema kesper fect– rehearse your presentation before coming to class, especially if you are working in a group. Make sure each member of the group knows exactly what they have to do.
- Prepare for the worst – make a backup copy of your presentation in case anything unexpected occurs, such as a technical loss.
- Engage the audience – make eye contact, do not read from your notes and prepare cue cards to help you remember your lines. Speak clearly and make sure your text and layout are as visually appealing as possible.
- Check for errors – make sure any audio and visual material is correct and contains no factual or spelling errors.
- Speak slowly – focus on the purpose of your presentation and do not allow yourself to be distracted.
- Finish strongly – your presentation should end on a high note!

