Welcome to the Transition lecture for the 2016 Stage 2 Modern History students

Your teacher will be Igor Plisko
https://www.youtube.com/watch?v=e_Nm1wWFFGk

- In the space alongside, write down three points what you think the video clip tells us.
It is still with us today.
The lessons of History
Arab Spring; a revolutionary wave of demonstrations and protests (both non-violent and violent), riots, and civil wars in the Arab world that began on 18 December 2010 and spread throughout the countries of the Arab League and surroundings.
2013–14 protests in Turkey.
A wave of demonstrations and civil unrest in Turkey began on 28 May 2013, initially to contest the urban development plan for Istanbul's Taksim Gezi Park.
What is a Source?

- A source is a piece of evidence that historians use to find out about the past.

- Primary sources are sources of information—the raw materials of history—created by people who actually participated in or witnessed events of the past.

- There are many different types of sources that can be used, such as; letters, diaries, texts from books, pictures, cartoons etc.

- On one side of the lined sheet of paper, write your full name on the top of the page.

- Identify an article in your life that would tell me something about you. Dot points is fine.

- As a historian examining the lives of young people in 2015 what would I learn?
Stage 2 Modern History is a 20-credit subject. So, what can you expect in this subject for 2016?

To begin with, what is the Modern History course made up of?

Structure and Organisation

Students study:

- one topic from a choice of six thematic studies
- one topic from a choice of five depth studies
- an individual history essay
Thematic Study

Topics:

Topic 1: Pain and Gain: Modernisation and Society since c. 1700.

Topic 2: Intruders and Registers: Imperialism and its Impact since c. 1500.

Topic 3: Revolutions and Turmoil: Social and Political Upheavals since c. 1500.

Topic 4: A Sense of Belonging: Groups and Nations since c. 1500.

Topic 5: The Captives, the Unwanted, and the Seekers: Forced and Free Migration since c. 1500.

Topic 6: Slaves, Serfs, and Emancipation: Forced Labour since c. 1500.
Depth Study

Topics:


Topic 8: The War to End all Wars: The First World War and its Consequences, c. 1870–1929.


Topic 11: Persecution and Hope: Power and Powerlessness in Society since c. 1500.
In 2016 at USC we will be studying

Thematic Study;

Topic 3: Revolutions and Turmoil: Social and Political Upheavals since c. 1500.

We will be studying the Russian Revolution of February 1917 and the October Revolution.

The topic will be taught first; all of Term 1 and the first half of Term 2
Key Areas for Inquiry

The following four key areas for inquiry (KAI) provide the focus for a thematic study in this topic:

**KAI 1.** the nature of pre-revolutionary society and government

**KAI 2.** the role of external and/or internal forces in the collapse of the old order and in the seizure of power

**KAI 3.** the consolidation of power by the revolutionaries

**KAI 4.** internal and external threats to the revolution, and how they were dealt with.

All four key areas for inquiry must be studied.
A Note on the Calendar System-

At the time of the Russian Revolution, Russia still followed the Julian calendar system and not the Gregorian calendar currently used by most of the world.

Therefore the two revolutions are called the February Revolution and the October Revolutions but they happened in March and November according to the Gregorian calendar.

- http://www.youtube.com/watch?v=tmPQy6F-dc
In 2016 at USC we will also be studying

Depth Study


We will be studying Adolf Hitler and Nazi Germany

The topic will be taught in the second half of the year.
Key Areas for Inquiry

The following four key areas for inquiry (KAI) provide the focus for a depth study in this topic:

KAI 1. the causes and impact of the Great Depression

KAI 2. the rise to power of a dictator

KAI 3. the nature of the dictator’s regime

KAI 4. the nature of the Second World War in either Europe or Asia.

All four key areas for inquiry must be studied.
Individual History Essay

Students choose a key area for inquiry from one of eleven topics.

Students undertake an individual inquiry on a historical topic of their choice relevant to the period of the history subject studied (i.e. post c. 1500 for Modern History).

The inquiry is presented in the form of a written essay and involves the formulation of a hypothesis and/or focusing question(s), relevant research, critical analysis, conclusions, and appropriate acknowledgment of sources.

The written essay should be a maximum of 2000 words.
Individual History Essay  cont.

It should take the form of an informed, sequenced, reasoned, and persuasive historical argument in response to the hypothesis and/or focusing question(s).

Students support their argument with evidence from five (5) sources.

Students should acknowledge the sources appropriately in a format negotiated with the teacher.
Examples of Previous Student Topics

- Did John Lennon’s entry into American politics pose a significant threat to Nixon’s 1972 re-election campaign?
- To what extent was the British defeat in the American War of Independence inevitable?
- “Pagan symbols have been modified from their origins to a modern perspective mainly from the influence of other religions.” Critically assess this claim.
- To what extent were Danish Resistance groups such as Holger Danske and critically, the Danish Freedom Council, successful in sabotaging the German efforts?
- To what extent is the Australian Graffiti and Hip Hop scene a re-creation of the American graffiti sub-culture?
- How influential was Friedrich Nietzsche in the development of National Socialist ideology?’
- “The art of Frida Kahlo is expressive of a national crisis of identity that existed in Mexico from 1910 – 1940.” Do you agree with this statement? Argue your case.
Paragraph writing: Basic essentials: TEAL

T. **topic sentence.** Should encapsulate and organise your entire paragraph. Each body paragraph must begin with a well structured topic sentence.

E **evidence/elaborate.** The substance of your paragraph. Try to use many different types of sources and evidence. There should be detailed with facts, quotes and evidence, and all around about the same size.

A **analysis/argument.** You must judge and analyse the evidence rather than ‘tell’ a sequence of events.

L **link to the question/next paragraph**
You now have 8 minutes to write a paragraph length answer to the following question.

Write your answer on the other side of the lined page.

“Why Igor is so lucky to have me as a student in his Modern History class.”

Remember to use TEAL!!
Assessment Type 1: Folio (50%)

Students undertake six to eight folio assessments that involve research, synthesis, analysis of sources, and argument designed to develop and evaluate their knowledge and historical literacy skills.

Wherever possible the assessments should involve the analysis of different sources and historical narratives on a topic studied.
Probable/Possible Assessment Plan for Assessment Type 1: Folio

- Argumentative Essay Test
- Research Essay:
- Sources Analysis;
- Sources Analysis Test;
Assessment Type 2: Essay (20%)

The purpose of the essay is for each student to engage in the process of inquiry into a historical question of personal interest and to apply the concepts and skills of historical study.

Each student formulates a hypothesis and/or focusing question(s) in order to analyse an aspect of history and construct a reasoned historical argument supported by evidence from three sources.
Assessment Type 3: Examination (30%)

Students undertake a 3-hour written external examination.

The examination paper has three parts.
Part 1: Thematic Study

- This part focuses on the key areas for inquiry in the thematic study.
- For each topic, the four key areas for inquiry are included in the examination.
- Students are required to answer one essay question from Part 1.

Part 2: Depth Study

- This part focuses on the key areas for inquiry in the depth study.
- For each topic, the four key areas for inquiry are included in the examination.
- Students are required to answer one essay question from Part 2.

Part 3: Sources Analysis

- This part focuses on the skills of sources analysis.
- Students are required to analyze and evaluate sources.
- Students are required to answer the sources analysis question in Part 3.
1) Read through the notes given out in this lecture. Become familiar with the main outline of the course. High light the notes in order to establish good summary study habits.
2) Sources Analysis

To be collected at the first lecture.

You are to find an “artifact” from home that will tell me something about themselves. Is it primary or secondary? Record the date, source and author of the piece.

- What is the purpose of the source?
- What audience is the source trying to reach?
- What is the author’s view on the topic/issue?
- Is there any evidence of bias or reason to doubt the accuracy of the source?
- What further information would be helpful in understanding the issue raised by the source?
- What is the tone of the source?
- What could the source be useful for?
3) Make history...by recording it
To be collected at the first lecture.

Interview an older member of your family. Choose whatever questions you want to ask. Follow the guidelines presented in the video. However, there is no need to physically record it, just write out a summary of the interview. (no word count limit.)

Structure your written answer around the following:

- What did you find out?
- How useful could this information be for your grandchildren?
How to present the work.

- In answering the task, there is no need to separately address each point. Write out a paragraph summary overview of your “artefact.”

- On an A4 sheet of paper.

- Make sure you have your name at the top of the page. To be typed, not hand written.

- This will be a test in how much you pay attention to this lecture and preparation for 2016!!