

Task Name: Historical Conspiracy Theories Presentation	Unit: Historical Conspiracy Theories
Task Distributed: Week 1	Task Due: Friday 8 th November 2024.
Task Type: Research and Presentation	Syllabus Outcomes: 4
Task Weighting: 20%	Task number for Course: 4

Task Description

Your job is to teach your peers about a conspiracy theory of your choice, by creating a mini lesson which runs for 20 minutes.

Part A (20 marks + 5 literacy)

In groups of maximum 4 people, research a historical conspiracy theory and create a presentation to teach others about your findings. You may choose your conspiracy theory from the list below, or as approved by your teacher.

Your presentation should include a **source analysis** which has:

- An outline of the event as it was originally reported. Who was involved? When did it happen? What happened?
- A description of the main conspiracy theory. For each conspiracy theory you must report on the origin of the theory, the main arguments, any supporting evidence, any counter evidence, how widely believed/accepted the theory is, and any other interesting facts.
- At least 4 sources of evidence which either prove or disprove your chosen conspiracy theory. Each piece source must be analysed using the TOMACLV scaffold (Type, Origin, Motivation, Audience, Content, Perspective, Limitations, Value)
- An explanation of why this event has become a conspiracy theory. What motivated the groups pushing the theory? Why are people so interested in the theory?
- An overall judgement on whether your group supports or contests the conspiracy theory.
- You must include a bibliography of all the sources you used to research your presentation.

Part B (10 marks)

Create ONE learning resource which will consolidate your peer's knowledge and test their understanding. The resource should be related to the information in your presentation and be engaging for your peers. The learning resource/activity should take approx. 10-20 mins for students to complete.

Some possible ideas of learning resources:

A comprehension worksheet with questions, a cloze passage/fill in the blanks, a vocabulary/definitions activity, a card sorting game or matching activity, a creative writing prompt based on the conspiracy, a maths exercise which examines the evidence, a crimes scene drawing of the event, celebrity heads or jeopardy, a quiz, or any other creative, educational activity.

Seek approval from your teacher if you are unsure about your learning resource.

List of possible conspiracy theories:

Area 51, Bermuda Triangle, Rigged US election, Caroline Byrne, Death of Princess Diana, Tutankhamun's Death, Jeffrey Epstein death, Phantom Timeline Hypothesis, Mandala Effect, New Chronology, The building of the Pyramids, Shakespeare as an author, Flat Earth, COVID 19.

You can NOT choose the JFK assassination, Marylin Monroe's death or the Moon Landing.

NESA Glossary of Key Words

- Analyse: Identify components and the relationship between them; draw out and relate implications
- Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.
- Check the NESA Glossary of Key Words
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

Details of Submission

Submit your presentation and learning resource to Google Classroom by 5pm on Friday 8th November 2024.

You will be allocated a **time in class to present your research and micro lesson to your peers and teacher.** You will be marked on the content of your research, and your overall presentation skills, including the aesthetics of your PowerPoint and your public speaking.

Assessment Procedures

All students should be fully aware of the school assessment procedures. Students should access their 2024 Assessment Guide for more information.

Feedback provided

- The task will be typically returned to students within two school weeks of the submission date.
- At this time feedback including information on how to improve will be delivered through mechanisms such as marking criteria, and/or written comments.
- Students can clarify or seek further feedback by arranging to meet with their teacher.

Self-Reflection Component

Students will be required to complete a self-reflection worksheet at the time students receive their assessment mark and teacher feedback. Self-reflection is an important part of the learning process as it provides an opportunity to reflect on the strength of your performance, as well as areas that have been identified to strengthen in future tasks.

What Areas of Learning will this Assessment Task Report On?

- The completion of this task links to the topic being studied in class, historical conspiracy theories and examination of historical evidence and arguments.
- Students will learn to analyse sources, explain historical perspectives and make reasoned judgments about historical events
- Students will research and compose a group presentation, expanding their public speaking skills

Marking Criteria – Part A

Criteria	Mark Range
<ul style="list-style-type: none"> • Demonstrates sophisticated knowledge and understanding of the selected topic, making a sophisticated judgement on what happened • The conspiracy theory is extensively explained, including supporting evidence, counter evidence, and spread of belief. • 4 sources of evidence are used to either prove or disprove the chosen conspiracy theory. The full TOMACLV scaffold is used to analyse the source. • A logical and detailed explanation of why the conspiracy theory exists and why people believe in it is provided. • An overall judgement is provided which has been logically supported by evidence. • Outstanding bibliography. 	16-20
<ul style="list-style-type: none"> • Demonstrates thorough knowledge and understanding of the selected topic, making a judgement on what happened • The conspiracy theory is explained, including supporting evidence, counter evidence, and spread of belief. • At least 3 sources of evidence are used to either prove or disprove the chosen conspiracy theory. Most of the TOMACLV scaffold is used to analyse each source. • An explanation of why the conspiracy theory exists and why people believe in it is provided • An overall judgement is provided. • Sound bibliography 	11-15
<ul style="list-style-type: none"> • Demonstrates sound knowledge and understanding of the selected topic • The conspiracy theory is explained, including some evidence • At least 2 sources of evidence are used to either prove or disprove the chosen conspiracy theory. Most of the TOMACLV scaffold is used. • May include an explanation of why the conspiracy theory exists • An overall judgement is provided. • Basic bibliography 	6-10
<ul style="list-style-type: none"> • Demonstrates limited knowledge and understanding of the selected topic • The conspiracy theory is explained in a basic way • Sources of evidence may be used to either prove or disprove the chosen conspiracy theory. • An overall judgement may be provided. • No bibliography 	0-5

Marking Criteria – Part B

Criteria	Mark Range
<ul style="list-style-type: none">• Learning resource is highly relevant to the information in your presentation, creative and engaging for your peers.• Learning resource is detailed and provides an extended learning opportunity for students.• Learning resource furthers the information provided by the presentation and is highly educational	8-10
<ul style="list-style-type: none">• Learning resource is relevant to the information in your presentation and engaging for your peers.• Learning resource provides a learning opportunity for students which goes for an adequate time.• Learning resource furthers the information provided by the presentation and is educational.	5-7
<ul style="list-style-type: none">• Learning resource is somewhat related to the information in your presentation• Learning resource provides a learning opportunity for students which may not last the expected time• Learning resource may be educational	2-4
<ul style="list-style-type: none">• May present a learning resource• Students may not participate in the learning activity	0-1

Comment: