

Research Investigation

Impacts of International Conflict



Year: 10

Subject: History

Due Date: Week 8, Spring Term

Unit 1 - Conflict: world War Two

KEY CONCEPT	RELATED CONCEPTS	GLOBAL CONTEXT
Change	Conflict, Governance, Perspective, Power	Fairness and development
STATEMENT OF INQUIRY		
Change in society can be brought about by an individual's actions.		
APPROACHES TO LEARNING (ATL): Communication (i.) Communication Research (vi.) Information Literacy Skills Thinking (viii.) Critical Thinking Skills		
TASK	Conduct a research inquiry into an assassinations, examining changes to the society brought about by the assassin's actions. Analyse and evaluate two sources offering different perspective on the effects of the assassination. Complete a source study assessment under test conditions using these sources	YOU WILL NEED TO SUBMIT Action Plan Research notes Selected sources

KEY POINTS FOR SUCCESS

- Create a clear plan for what you need to know, and drive your research with these questions
- Work methodically to establish the broader context and the immediate context of the assassination - this will help you understand the society before the assassination, and therefore understand the change wrought by the assassination
- Remember back to some of the sources used in the Martin Luther King case study, and see if you can find the equivalent for your research topic
- Be thorough with referencing your notes - it makes it easier to write your written response.
- This investigation really focuses on your ability to study sources closely; make sure that the sources you pick show a clear perspective. If they're historians, try to follow their reasoning and the evidence they use to support their position
- Don't be afraid if sources you have chosen disagree or contradict one another - part of history is being able to recognise and evaluate differing perspectives

The topic: Identifying an assassination and developing a research question

Firstly:

Read through the range of topics below, and rank them in terms of interest level.

TOPIC	RANKING
Franz Ferdinand <i>The heir to the Austro-Hungarian throne was shot by a Serbian nationalist. It is inextricably linked to WWI.</i>	
Patrice Lumumba <i>The Congolese independence leader and first democratically elected prime minister was shot months after assuming power.</i>	
Anwar Sadat <i>Egypt's president, responsible for a peace agreement with Israel, was killed by Egyptian army officers at a military parade.</i>	
Yitzhak Rabin <i>The Israeli leader was killed at a peace rally, having gone to the precipice of forging peace with Palestine.</i>	
Another topic...	

Then:

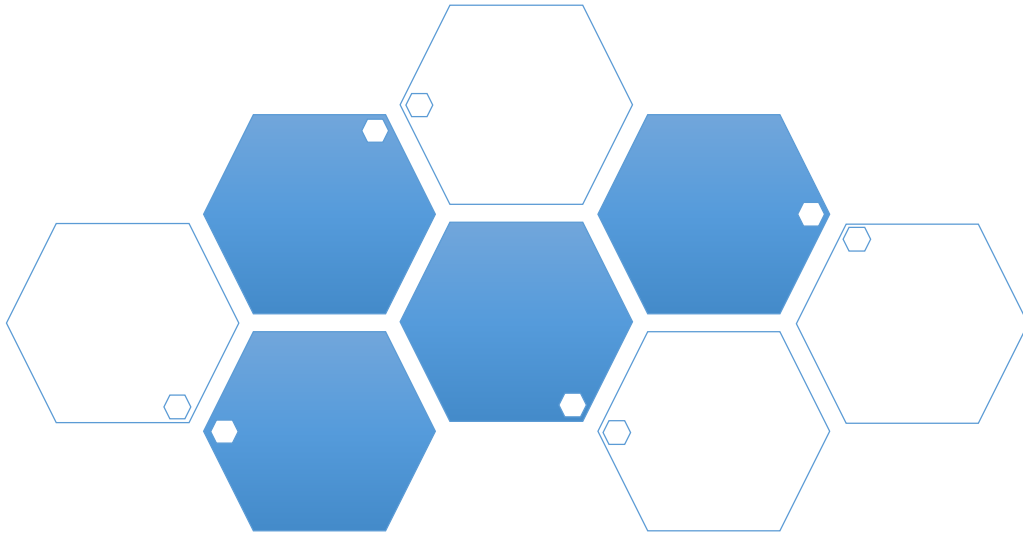
Formulate a research question that will help you to address your chosen topic. A good research question should be open-ended, but should also be focused enough to be able to be investigated within the scope or word limit provided.

Good questions tend to start with, 'To what extent', 'Evaluate', 'Analyse' or 'Examine'. These questions force you to weigh evidence and look at things closely, and can't just be 'googled'.

RQ

Thirdly:

What aspects could you investigate to ensure a more complete picture of your Research Question? Use the space below to brainstorm aspects relevant to your chosen topic. This will help you to direct your research.

**Now:**

Use the space below to develop sub-questions. Sub-questions are a way of directing your research by breaking the topic into manageable parts. This is a key component of critical thinking, dealing with individual elements of an overall problem to develop a more detailed, focused response.

SQ1

SQ2

SQ3

SQ4

SQ5



Action Plan

In this space, create a plan for the next three weeks.
Consider how you are going to use your class lessons and homework time to achieve the desired result.



A large, empty rectangular box with a thin blue border, intended for creating an action plan.




Recording notes

Developing good historical research requires good sources, and requires understanding what the source contributes to your understanding. You ought to seek out a range of views, including historians who may disagree with one another. You should also engage with significant primary sources like diaries, photographs, speeches, statistics and memoirs.

You can complete the details of your sources, and record notes underneath

Source 1	Details:						
	SQ1	SQ2	SQ3	SQ4	SQ5	PRIMARY	SECONDARY
	Major info/ideas:						

QUESTIONS	NOTES
	

SUMMARY



Source 2

Details:

SQ1

SQ2

SQ3

SQ4

SQ5

PRIMARY

SECONDARY

Major info/ideas:

QUESTIONS	NOTES
	

SUMMARY



Source 3

Details:

SQ1SQ2SQ3SQ4SQ5PRIMARYSECONDARY

Major info/ideas:

QUESTIONS	NOTES



SUMMARY



Source 4	Details:						
	SQ1	SQ2	SQ3	SQ4	SQ5	PRIMARY	SECONDARY
	Major info/ideas:						

QUESTIONS	NOTES
	

SUMMARY



Source 5	Details:						
	SQ1	SQ2	SQ3	SQ4	SQ5	PRIMARY	SECONDARY
	Major info/ideas:						

QUESTIONS	NOTES



SUMMARY



Source 6	Details:						
	SQ1	SQ2	SQ3	SQ4	SQ5	PRIMARY	SECONDARY
	Major info/ideas:						

QUESTIONS	NOTES



SUMMARY



Source Evaluation

Your source analysis in-class assessment will ask you to analyse two sources from your investigation.

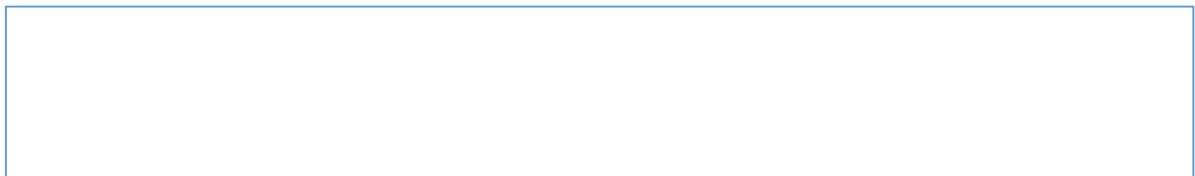
Your sources should relate to the effects of the assassination, the changes (temporary or permanent) brought about as a result of the assassination.

Your sources should offer different perspectives on the same aspect, theme or idea.

Source 1

Origins

- Who wrote/produced it?
- What is their background/importance?
- When did they write it?)



Purpose

- Why did the author write it?
- Is the source biased one way or another?
- What type of source is it? Does that reveal anything of its purpose?
- If it's a book or film, does the title of the source reveal anything about its purpose?
- If it's a speech or letter, how does the context of the source affect its purpose?)



Value

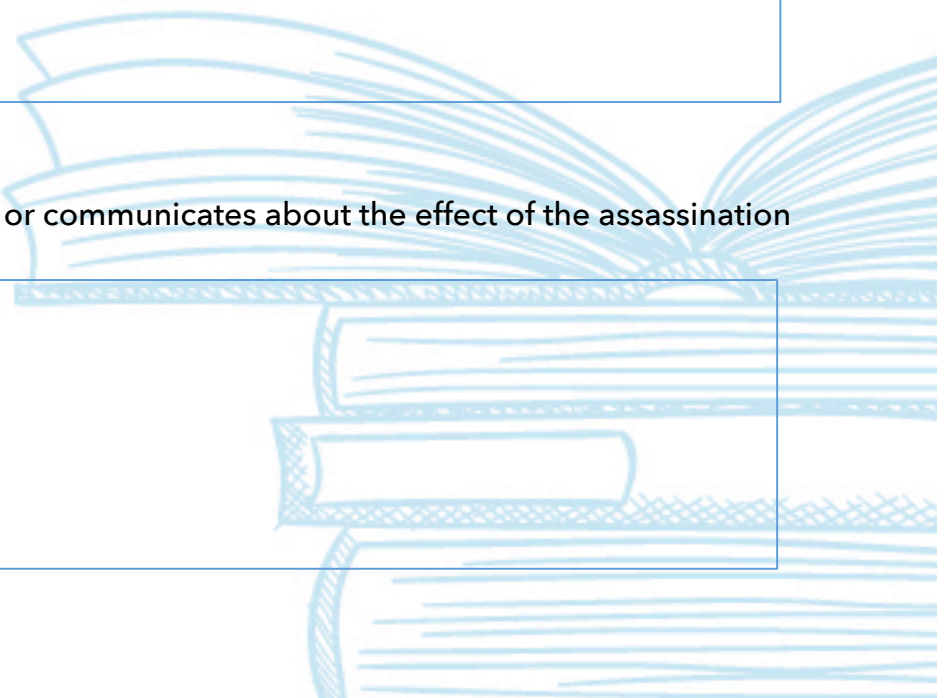
- Why/how is the source useful to historians studying this topic?
- How does it help them to better understand the subject?
- How do the origins (who produced the text and when) make the source useful?
- How does the purpose for which the source was produced make it useful to historians?)

Limitations

- What factors limit how useful this source is to historians studying this topic?
- What factors limit how much we can rely on the source to understand the subject?
- How do the origins limit how useful or reliable the source is?
- How does the purpose for which the source was produced limit how useful it is to historians?

Main Ideas

- What the source says or communicates about the effect of the assassination



Source 2

Origins

Purpose

Value

Limitations

Main Ideas



MYP Assessment Criteria - Levels of Achievement

Level	Individuals & Societies – Criterion A (Knowing and Understanding)	✓
0	The student does not reach a standard described by any of the descriptors given below.	
1-2	The student: <ul style="list-style-type: none"> uses limited relevant terminology demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples. 	
3-4	The student: <ul style="list-style-type: none"> uses some terminology accurately and appropriately demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and examples. 	
5-6	The student: <ul style="list-style-type: none"> uses a range of terminology accurately and appropriately demonstrates substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and examples. 	
7-8	The student: <ul style="list-style-type: none"> consistently uses a wide range of terminology effectively demonstrates detailed knowledge and understanding of content and concepts through thorough, accurate descriptions, explanations and examples. 	

Indicating Level _____ for Criterion A

Level	Humanities – Criterion B (Investigating)	✓
0	You have not reached a standard described by any of the descriptors given below.	
1-2	The student: <ul style="list-style-type: none"> formulates a very general research question formulates and follows a limited action plan to investigate a research question collects and records limited information not always consistent with the research question makes a limited attempt to address the research question 	
3-4	The student: <ul style="list-style-type: none"> formulates an adequate research question formulates and follows a partial action plan to investigate a research question uses a method or methods to collect and record some information consistent with the research question partially addresses the research question 	
5-6	The student: <ul style="list-style-type: none"> formulates a clear research question formulates and follows a satisfactory action plan to investigate a research question uses methods to collect and record appropriate information consistent with the research question satisfactorily addresses the research question 	
7-8	The student: <ul style="list-style-type: none"> formulates a clear and focused research question formulates and follows a detailed action plan to investigate a research question uses methods accurately to collect and record appropriate and varied information consistent with the research question effectively addresses the research question 	

Indicating Level _____ for Criterion B

Level	Humanities - Criterion D (Thinking Critically)	✓
0	You have not reached a standard described by any of the descriptors given below	
1-2	The student: <ul style="list-style-type: none"> • makes a limited attempt to analyse concepts, events, issues, or arguments • describes some sources in terms of origin and purpose and recognizes some values and limitations • identifies different perspectives • makes connections between information in a limited attempt to make arguments 	
3-4	The student: <ul style="list-style-type: none"> • completes a simple analysis of concepts, events, issues, models or arguments • completes a simple analysis and/or evaluation of some sources in terms of origin and purpose, recognizing values and limitations • identifies different perspectives and their implications • makes connections between information to make simple arguments. 	
5-6	The student: <ul style="list-style-type: none"> • completes a satisfactory analysis of concepts, events, issues, models or arguments • satisfactorily analyses and/or evaluates a range of sources in terms of origin and purpose, recognizing values and limitations • interprets different perspectives and their implications • synthesizes information to make valid arguments 	
7-8	The student: <ul style="list-style-type: none"> • completes a detailed analysis of concepts, events, issues, models or arguments • effectively analyses and evaluates a range of sources in terms of origin and purpose, recognizing values and limitations • thoroughly interprets a range of different perspectives and their implications • synthesizes information to make valid, well supported arguments. 	

Indicating Level _____ for Criterion D

Comment:

