

### What do you need to do?

After completing your **Profile of a Soldier**, you will develop an inquiry about an aspect of World War One involving your soldier, research using primary and secondary sources and present your findings using a relevant text type.

#### Part 1: Develop an inquiry

1. Choose a focus area connected to your soldier to develop an inquiry on and research

Ideas:

- The significance of a battle that they fought in.
- Military tactics used in a particular battle.
- Modes of communication.
- Life of their family back home.
- Warfare and weapons.
- "Shell-shock" (now post-traumatic stress disorder)
- Prisoners of war
- Or other

2. Develop a **central question** – the big question that you will be able to answer at the end of your research.
3. Create a list of 3-5 sub-questions that you will need to first research and answer in order to answer your central question.

#### Part 2: Research

1. Using a range of **primary and secondary sources**, research and answer your sub-questions.
2. Use this knowledge to answer your central question.

#### Part 3: Present

1. Present your information in a format of your choice. All formats require **in-text referencing and a reference list in the Harvard Referencing style**.

Suggestions:

- Report
- Graphic Essay
- Sway/website
- Video - documentary style or presentation
- Booklet
- Negotiated other

### What skills are you developing?

Through completing this task, you will be developing the following skills:

- Developing inquiry questions
- Research and analysis skills
- Referencing skills
- Ethical understanding and empathy

### Why is this important?

*This knowledge is important to know as this is a key event in world history that has informed many political and social outcomes since.*

*These skills are important to develop as you will be using research skills and analysing sources and databases in higher years of schooling, across learning areas and in life outside of schooling. Researching and considering the feelings and life of others develops social skills of empathy and imagination.*

**Where can I go for help?**

*Direct students to the places where resources are located (FROG page, OneNote/core skills etc)*

Criteria	A	B	C	D	E
<b>Inquiry and developing questions</b> Students develop different kinds of questions to frame a historical inquiry.	Students create an <b>open-ended</b> inquiry question that is <b>arguable</b> and <b>complex</b> that calls on students to make <b>insightful and informed judgements</b> .  Students have created sub-questions that can be used <b>meaningfully to answer</b> their central question.	Students create an <b>open-ended</b> inquiry question that is <b>arguable and complex</b> that calls on students to make <b>informed judgements</b> .  Students have created sub-questions that <b>can be used to answer</b> their central question.	Students create an <b>open-ended</b> inquiry question that calls for <b>some judgement</b> .  Students have created sub-questions that <b>relate</b> to their central question.	Students create a question that is <b>closed</b> and <b>easily answerable</b> .  Students <b>listed sub-topics</b> or created questions that <b>somewhat relate</b> to their central question.	Students have <b>identified</b> a topic for research.  Students have <b>not broken down</b> their sub-topics.
<b>Research</b> They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence	Students take evidence from a <b>range</b> of primary <b>and</b> secondary sources. This information is <b>analysed and meaningfully incorporated</b> into discussions.	Students take evidence from primary <b>and</b> secondary sources. This information is <b>meaningfully incorporated</b> into discussions.	Students take evidence from <b>some</b> primary <b>and/or</b> secondary sources. This information is <b>incorporated</b> into discussions.	Students take evidence from <b>minimal</b> primary <b>and/or</b> secondary sources. This information is <b>somewhat incorporated</b> into discussions.	Students <b>do not use</b> primary or secondary sources.
<b>Answering the question</b> They interpret, process, analyse and organise information to answer inquiry questions	Students have <b>insightfully answered</b> their central question by using evidence gathered from their sub-topics.	Students have <b>clearly answered</b> their central question by using evidence gathered from their sub-topics.	Students have <b>answered</b> their central question by using some evidence gathered from their sub-topics.	Students have <b>attempted to answer</b> their central question using minimal evidence gathered from sub-topics.	Students have <b>not answered</b> their central question.
<b>Referencing</b> Students reference sources of information using Harvard Referencing.	In-text referencing is <b>completely accurate</b> with a reference list that <b>strictly follows</b> the Harvard Referencing System.	In-text referencing is <b>accurate</b> with a reference list that <b>follows</b> the Harvard Referencing System.	In-text referencing is <b>mostly accurate</b> with a reference list that <b>somewhat follows</b> the Harvard Referencing System.	<b>Minimal</b> in-text referencing has been attempted with a reference list that <b>does not follow</b> the Harvard Referencing System.	No referencing.