

IB HoA I-Spring 2021

Historical Investigation Project

In preparation for next year's Internal Assessment that will count as part of your IB score, you will complete a historical investigation project this semester. It will be broken up into a number of different assignments and will be similar to a skeleton version of the IA but will not be fleshed out into a full written research paper. The rubrics will be based on parts of the IB rubric for the actual IA.

Component assignments (due dates to be assigned later):

- I. Topic area and research questions
- II. Identification of sources
- III. Source notes
- IV. Bibliography
- V. Evaluation of sources
- VI. Outline of investigation
- VII. Reflection

Assignment #1: Topic Area and Research Questions

Choose a general topic area that interests you (for example, “Abraham Lincoln” or “boxing” or “indigenous Alaskans”). The topic has to be something from history that is at least ten years old, but it does not have to relate to the Americas.

Once you have selected a topic area, think of three different possible research questions that you could ask about that topic. For example, if you selected Abraham Lincoln as a topic, you could ask “In what ways did Lincoln’s political views change over the course of the U.S. Civil War?” or “To what extent was Abraham Lincoln responsible for the outbreak of the U.S. Civil War?”

You will narrow your choice down to one question later after finding sources about the topic, and you will still be allowed to change the wording of your question at that stage.

What you submit:

One topic area and three possible research questions within that area

Due on TurnItIn.com by 11:59 pm, Wed. 1/13

Rubric:

Level descriptor	Points
Appropriate questions for investigation have been clearly stated	11-15
Appropriate questions for investigation have been stated	6-10
Questions for investigation have been stated	1-5
The work does not reach a standard described by the descriptors	0

Assignment #2: Identification of Sources

Find three sources that will help to answer your research question. Two of them must be secondary sources and the third must be a primary source. You need to identify what your research question is, but if you need to adjust the question itself later based on your research, that will still be allowed.

Acceptable secondary sources may include: journal articles, books, and sometimes academic websites. Things that are not acceptable include: textbooks, encyclopedias, newspaper or magazine articles, or non-academic websites (for example, history.com, about.com, Wikipedia, news websites).

Acceptable primary sources may include a wide range of sources created or published at the time of the history topic in question: speeches, newspaper articles from the era, diaries, photographs, oral accounts from eyewitnesses, government documents, etc.

What you submit:

Completed “Identification of Sources Worksheet” filled out for your three sources

Due on TurnItIn.com by 11:59 pm, Fri. 2/19

Rubric:

Level descriptor	Points
The student has identified and selected appropriate and relevant sources, and there is a clear explanation of the relevance of the sources to the investigation	21-30
The student has identified and selected appropriate sources, and there is some explanation of the relevance of the sources to the investigation	11-20
The student has identified and selected appropriate sources, but there is little or no explanation of the relevance of the sources to the investigation	1-10
The work does not reach a standard described by the descriptors	0

Assignment #3: Source notes

For each of your three sources, you need to read and take notes on the information that is relevant to your question. (For a book source, you do not necessarily need to read the whole book. Try starting with the intro chapter and then jumping to the parts that address your research question more directly.)

Notes may be written as direct quotes or paraphrased, but direct quotes should have quote marks to avoid accidental plagiarism later.

What you submit:

Typed list of facts/information from each of your sources with the page number for each

Due on TurnItIn.com by 11:59 pm, Fri. 3/19

Rubric:

Level descriptor	Points
Includes evidence from a range of sources that effectively support the argument	21-30
Includes evidence from a range of sources that support the argument	11-20
Includes evidence from sources	1-10
The work does not reach a standard described by the descriptors	0

Assignment #4: Bibliography

You will type a Chicago-Style bibliography page with correctly formatted bibliography entries for your three sources.

The title “Bibliography” must be centered at the top of the page. The entries must be single-spaced with a blank line between each entry. Entries must use hanging indents (meaning that the first line of each entry begins at the left margin, but the lines after that are indented). URLs should not be blue or underlined (remove the hyperlink) and, if they are too long to fit on a line, you should split them up at a slash or hyphen instead of jumping down to the next line.

For examples of how to format a bibliography entry, see the “Purdue OWL Chicago Style” handout on Teams or the Metro website, or visit one of the following:

[Chicago Manual of Style](#)

[Purdue OWL](#)

[UWM Writing Center](#)

What you submit:

A typed, correctly formatted and punctuated bibliography page

Due on TurnItIn.com by 11:59 pm, Sun. 5/2

Rubric:

Level descriptor	Points
Bibliography page is correctly formatted and contains correctly formatted and punctuated entries for all sources	30
Bibliography page contains entries for all sources, but may include errors in formatting or punctuation	16-29
Bibliography page is missing sources or includes numerous errors in formatting or punctuation	1-15
The work does not reach a standard described by the descriptors	0

Assignment #5: Evaluation of Sources

For each of your three sources, you need to evaluate them as a source. This includes identifying the origin, purpose, and contents of each source and analyzing how that makes each valuable or limits it as a source to help answer your research question.

What you submit:

Completed "Evaluation of Sources Worksheet" filled out for your three sources

Due on TurnItIn.com by 11:59 pm, Sun. 5/2

Rubric:

Level descriptor	Points
There is a detailed analysis and evaluation of the three sources with explicit discussion of the value and limitations of the sources for the investigation, with reference to the origins, purpose, and content of the sources.	21-30
There is some analysis and evaluation of the sources, but reference to their value and limitations is limited.	11-20
The response describes, but does not analyze or evaluate, the sources.	1-10
The work does not reach a standard described by the descriptors	0

Assignment #6: Outline of Investigation

Now that you have taken notes and evaluated the sources, it's time to answer your question. That answer needs to be in one thorough, complete thesis sentence that you can back up with evidence from your sources. You must make three arguments that support your thesis, and you must use at least two specific facts or quotes from your sources to support each argument.

All three of your sources must be used at least once in your outline. If your sources disagree with each other, that's okay. You can give both sides in your facts and then use the knowledge you gained by evaluating the sources to analyze the facts and explain why one is more correct or more important and why.

What you submit:

Completed "Outline of Investigation Worksheet"

Due on TurnItIn.com by 11:59 pm, Wed. 5/19

Rubric:

Level descriptor	Points
The arguments are clear and coherent and contain well-developed critical analysis that is focused clearly on the stated question. Evidence from a range of sources is used effectively to support the arguments. The investigation argues to a reasoned conclusion that is consistent with the evidence and arguments provided.	31-40
The arguments are generally clear and contain critical analysis, although this analysis may lack development or clarity. Evidence from a range of sources is used to support the arguments. The investigation argues to a reasoned conclusion.	21-30
The arguments are generally clear and include some analysis, although this analysis may lack development or clarity. There is an attempt to integrate evidence from sources with the analysis/argument.	11-20
The arguments lack clarity and contain limited critical analysis. Evidence from sources is included, but may not support the analysis/argument.	6-10
The arguments lack clarity and contain little or no critical analysis. There is minimal focus on the topic question.	1-5
The work does not reach a standard described by the descriptors	0

Assignment #7: Reflection

After completing all of the fact-finding and evaluating and outlining a thesis and arguments, you need to look back and reflect on the process. This should include reflecting on what you did and what you learned, both content-wise and about how to research or make arguments and use evidence. You should also consider things such as reflecting on what were the most difficult parts of the investigation and why and on what other types of sources would have been helpful.

When thinking about your research, if your sources had different information or interpretations in them, how did you handle the different information/interpretations? How did you select which source or which information to use or believe? Why? If your sources were very similar in their information and interpretations, why do you think all of the information was similar? What does this tell you about your topic or about your research?

This is the only section in which first-person writing is acceptable.

What you submit:

A two- to three-paragraph reflection

Due on TurnItIn.com by 11:59 pm, Wed. 5/19

Rubric:

Level descriptor	Points
The reflection is clearly focused on what the investigation highlighted to the student about the investigation methods used by historians. There is a clear and explicit connection between the reflection and the material from the rest of the investigation.	11-20
The reflection contains some discussion on what the investigation highlighted to the student about the investigation methods used by historians. The connection between the reflection and the material from the rest of the investigation is implied, but is not explicit.	1-10
The work does not reach a standard described by the descriptors	0