**20th Century World History**

During the course you will be introduced to significant events, people, periods, ideas, discoveries, developments, etc. that occurred during the 20th Century throughout the world. However, there are many more important people, events, developments and advancements that will not be covered due to the time constraints of a single semester. Through this inquiry project, you have the opportunity to study something that may not be covered in class:

**Not without conflict, the 20th Century was a period of great change and advancement. Choose a historical event, period, construct, person, etc. from the 20th Century and explain its significance in redefining the world we live in.**

Make sure to keep the 6 Historical Thinking concepts in mind when deciding on your inquiry question.

**Historical Significance** – How do we decide what is important to learn about the past?

**Evidence** – How do we know about the past?

**Continuity and Change –** How can we make sense of the complex flows of history?

**Cause and Consequence** – Why do events happen, and what are their impacts?

**Historical Perspectives –** How can we better understand the people of the past?

**The Ethical Dimension *–*** How can history help us to live in the present?

By way of documenting the process of your Inquiry Project, you will be required to keep an *Inquiry Portfolio* which will require you to reflect on the process throughout your inquiry. Portfolio entries will be part of the final project assessment. There is much to be learned through the process and progress of a project and the Portfolio will help facilitate this learning. The *Inquiry Portfolio* will include:

* *Working documents* you have completed throughout the process
* *Reflections* & *up-dates* on your progress
* An *Annotated Bibliography* of your resources
* *Research Notes*
* *Working Organizer* – your notes organized
* *Completed Project*
* *Completed Project Reflection*

**Guideposts to Historical Thinking**

**Historical Significance – How do we decide what is important to learn about the past?**

|  |  |
| --- | --- |
| Guidepost 1 | Events, people, or developments have historical significance if they resulted in change. That is, they had deep consequences, for many people, over a long period of time. |
| Guidepost 2 | Events, people, or developments have historical significance if they are revealing. That is, they shed light on enduring or emerging issues in history or contemporary life. |
| Guidepost 3 | Historical significance is constructed. That is, events, people, and developments meet the criteria for historical significance only when they are shown to occupy a meaningful place in a narrative. |
| Guidepost 4 | Historical significance varies over time and from group to group. |

**Evidence – How do we know what we know about the past?**

|  |  |
| --- | --- |
| Guidepost 1 | History is interpretation based on inferences made from primary sources. Primary sources can be accounts, but they can also be traces, relics, or records. |
| Guidepost 2 | Asking good questions about a source can turn it into evidence. |
| Guidepost 3 | Sourcing often begins before a source is read, with questions about who created it and when it was created. It involves inferring from the source the author’s or creator’s purposes, values, and worldview, either conscious or unconscious. |
| Guidepost 4 | A source should be analyzed in relation to the context of its historical setting: the conditions and worldviews prevalent at the time in question. |
| Guidepost 5 | Inferences made from a source can never stand alone. They should always be corroborated – checked against other sources (primary or secondary). |

**Continuity and Change – How can we make sense of the complex flows of history?**

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| Guidepost 1 | Continuity and change are interwoven: both can exist together. Chronologies – the sequencing of events – can be a good starting point. |
| Guidepost 2 | Change is a process, with varying paces and patterns. Turning points are moments when the process of change shifts in direction or pace. |
| Guidepost 3 | Progress and decline are broad evaluations of change over time. Depending on the impacts of change, progress for one people may be decline for another. |
| Guidepost 4 | Periodization helps us organize our thinking about continuity and change. It is a process of interpretation, by which we decide which events or developments constitute a period of history. |

**Cause and Consequence – Why do events happen, and what are their impacts?**

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| Guidepost 1 | Change is driven by multiple causes, and results in multiple consequences. These create a complex web of interrelated short-term and long-term causes and consequences. |
| Guidepost 2 | The causes that lead to a particular historical event vary in their influence, with some being more important than others. |
| Guidepost 3 | Events result from the interplay of two types of factors: (1) historical actors, who are people (individuals or groups) who take actions that cause historical events, and (2) the social, political, economic, and cultural conditions within which the actors operate. |
| Guidepost 4 | Historical actors cannot always predict the effect of conditions, opposing actions, and unforeseen reactions. These have the effect of generating unintended consequences. |
| Guidepost 5 | The events of history were not inevitable, any more than those of the future are. Alter a single action or condition, and an event might have turned out differently. |

**Historical Perspectives – How can we better understand the people of the past?**

|  |  |
| --- | --- |
| Guidepost 1 | An ocean of difference can lie between current worldviews (beliefs, values, and motivations) and those of earlier periods of history. |
| Guidepost 2 | It is important to avoid presentism – the imposition of present ideas on actors in the past. Nonetheless, cautious reference to universal human experience can help us relate to the experiences of historical actors. |
| Guidepost 3 | The perspectives of historical actors are best understood by considering their historical context. |
| Guidepost 4 | Taking the perspective of historical actors means inferring how people felt and thought in the past. It does not mean identifying with those actors. Valid inferences are those based on evidence. |
| Guidepost 5 | Different historical actors have diverse perspectives on the events in which they are involved. Exploring these is key to understanding historical events. |

**The Ethical Dimension – How can history help us to live in the present?**

|  |  |
| --- | --- |
| Guidepost 1 | Authors make implicit or explicit ethical judgments in writing historical narratives. |
| Guidepost 2 | Reasoned ethical judgments of past actions are made by taking into account the historical context of the actors in question. |
| Guidepost 3 | When making ethical judgments, it is important to be cautious about imposing contemporary standards of right and wrong on the past. |
| Guidepost 4 | A fair assessment of the ethical implications of history can inform us of our responsibilities to remember and respond to contributions, sacrifices, and injustices of the past. |
| Guidepost 5 | Our understanding of history can help us make informed judgments about contemporary issues, but only when we recognize the limitations of any direct “lessons” from the past. |

From: Seixas, Peter C., and Tom Morton. *The Big Six Historical Thinking Concepts*. Nelson Education,

2013. Pp.10-11.

**INQUIRY PORTFOLIO – Setting the Stage**

**Reflection:**

What is my understanding of inquiry?

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**Reflection:**

What area am I going to focus my study on and why?

What do I already know?

What am I interested in learning?

|  |  |  |
| --- | --- | --- |
| What do I already know? | What do I wonder?  | What have I learned? |
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|  |  |  |
|  |  |  |
|  |  |  |
| What questions do I still have? Where do I want to focus my research? |

**INQUIRY PORTFOLIO – Timeline and goalsetting**

|  |
| --- |
| Plan how you will complete this inquiry project before its due date.  |
| Today’s date:  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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| Reflection #1 – Setting the Stage  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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| Reflection #2 – Building Knowledge and Exploring Ideas  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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| Timeline and Goalsetting | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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| Reflection #3 – Identifying Resources & Choosing a Topic  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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| Generating a Research Question | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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| Annotated Bibliography (partial)  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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| Checklist – Research Ethics and Plagiarism  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |
| Inquiry Project Outline | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |
| Project Draft and Complete Annotated Bibliography | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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| Reflection #4 – Preparations for Presentation  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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| Final Project | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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| Reflection #6 – Project Completion  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Project Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**INQUIRY PORTFOLIO – Identifying Resources & Choosing a Topic**

**Reflection:**

What have I learned?

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How is my new knowledge informing my project decisions?

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Is my question relevant?

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Will I be able to find information related to this topic?

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Do I need to adjust my inquiry question based on new information or a lack of available information on my topic?

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**INQUIRY PORTFOLIO - Generating a Research Question – Graphic Organizer**

New idea:

New idea:

New idea:

Which ideas are of most interest to me?

Idea:

Idea:

Idea:

Idea:

Idea:

**Considering time, resources and my goals, I choose……**

**INQUIRY PORTFOLIO – Collecting Information: Summarizing, Paraphrasing and Taking Notes**

**Include:**

An annotated bibliography of the sources you have used in your research so far.

**What is an annotated bibliography?**

An annotated bibliography is an alphabetical list of books or articles for which you have added explanatory or critical notes. The annotation is usually written in a paragraph and should be up to 150 words in length. In this paragraph you briefly describe the content of the book or articles cited then add an evaluation and a critical comment of your own.

**Annotations vs. Abstracts**

An annotated bibliography differs from an abstract which is simply a summary of a piece of writing without a critical evaluation.

**What is the Purpose of an Annotated Bibliography?**

An annotated bibliography encourages you to think critically about the content of the work you are using. It is good practice for other times when you are doing research when you have to decide whether to use a source in your research or not.

**Information to Include in an Annotation:**

* Complete MLA bibliographic entry
* A brief summary of the content of the source
* A discussion of any strengths and/or weaknesses of the source
* A short statement about the conclusions drawn by the author
* An evaluation of the overall reliability of the source
	+ Is the information reliable?
	+ Is the source current?
	+ Is the research biased?
	+ Are the facts well documented?
	+ Who is the author?
	+ Is he/she qualified in this subject matter?
	+ Is this a scholarly source or a popular source?
* An explanation of why the source is or is not useful in your research
	+ How does this source fit in with your research?
	+ Is this a helpful resource?
	+ Is it too scholarly? Or not scholarly enough?
	+ Is the source too general or too specific?

**INQUIRY PORTFOLIO - Inquiry Project Outline**

I plan to address this question in the following ways:
(continue on to the back of this page if you have more sub-topics).

WOW Factor – New Meaning and Insight

Conclusion:

Details:

1.

2.

3.

4.

5.

Details:

1.

2.

3.

4.

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Details:

1.

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Details:

1.

2.

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5.

**INQUIRY PORTFOLIO – Research Ethics and Plagiarism**

**Checklist:**

* I understand that plagiarism is defined as the intentional or unintentional passing off of the words or ideas of another as one’s own without giving credit to the original source of the information
* I have recorded all of the information for each source I have consulted in my research.
* I have taken notes in an ethical manner
* I have checked the copyright status of any images, video, or sound clips that I may use in my final project.
* I have remembered to include parenthetical references for anything that might cause my teacher to ask, “How do you know that?”
* I have gathered enough information to adequately answer my inquiry question.
* I have created a properly formatted bibliography to attach to the end of my project.

**Include:**

All of your research notes.

Your ongoing bibliography chart.

**Plagiarism declaration:**

*I declare that this assignment is my own work. My submission is based on my own personal study and research and I have acknowledged all material and sources used in its preparation appropriately according to accepted rules of referencing and citation.*

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Student Name Student Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date

**INQUIRY PORTFOLIO – Analyzing, Synthesizing & Creating**

**Include:**

Project draft

A complete annotated bibliography of all of the sources you have used in your research.

**INQUIRY PORTFOLIO – Preparations for presentation**

**Reflection:**

Who is my intended audience?

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What is the best form of expression for my inquiry project output?

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What materials will I need to put my presentation together?

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**INQUIRY PORTFOLIO - Project**

**Include:**

A copy of your final project.

**INQUIRY PORTFOLIO – Project Completion**

**Reflection:**

Was I engaged in the process?

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What challenges did I face during the inquiry process and how did I respond?

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What would I have do differently next time?

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Am I satisfied with the outcome of my inquiry?

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Is the outcome of the inquiry what I envisioned when I started?

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Did this inquiry raise other curiosities or questions?

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|  | **Needs Improvement** | **Meets Expectations** | **Above and Beyond** |
| **Questioning** |  | Student applies understanding of the qualities of an effective inquiry question by frequently asking and refining inquiry questions. Sometimes requires guidance. |  |
| **Thinking** |  | Student successfully transfers critical, creative, and discipline based thinking skills when proposing an answer to the inquiry question or proposing a course of practical action. Student evaluates evidence to draw some conclusions. |  |
| **Process** |  | Student demonstrates a good understanding of themselves as a learner. Student frequently applies strategies to widen and deepen their learning through the inquiry process. |  |
| **Information Literacy** |  | Student successfully applies information literacy concepts and skills to accomplish learning. Student frequently gathers and analyzes multiple sources critically. Student frequently engages ethically with information and demonstrates intellectual integrity in their final product. |  |
| **Communication** |  | Student clearly communicates with the audience. Student makes good use of the terminology and vocabulary relevant to the inquiry. Shows an emerging understanding of self as a learner. |  |
| **Demonstration of Knowledge** |  | Student demonstrates a clear understanding of the content important to the inquiry. Student is beginning to extend concepts and ideas and to transfer those concepts into other areas of study, disciplines or topics. |  |