

# INTERNATIONAL BACCALAUREATE'S INTERNAL ASSESSMENT = BE AN HISTORIAN

- History by nature is INTERPRATIVE and CONTROVERSIAL!
- CONCEPTS: change, continuity, causation, consequence, significance, perspectives
- INVESTIGATION TYPES – conduct an investigation that demands ANALYSIS.
  - An investigation of a historical theme, issue, person or event based on a variety of sources.
  - An investigation based on fieldwork of a historical building, place or site.
  - An investigation of a local history.

## SUMMER ASSIGNMENT 2019 -- STRONG START (IA): 1 TOPIC, 2 RESEARCH QUESTIONS + 5 ANNOTATED SOURCES [how does source assist you in answering your RQ with QUOTE from each source @ 20-50 words; total annotation for each source NOT to exceed 100 words] = 50 points formative...

- Select 1 TOPIC, construct 2 possible research questions and research FIVE (5) scholarly sources related to RQs & Topic
- RESEARCH QUESTION FORMULATION –
  - Question is researchable: variety & availability of sources; sources are readable
  - Question is focused: RQ lends itself to completion within 2200 words
  - Question is engaging: interesting, challenging or controversial questions make better IAs. Do NOT pursue questions with obvious answers.

\*\*\*\*\*Your Internal Assessment Topic may NOT be the same as your Extended Essay Topic\*\*\*\*\*

FOUND	LOOKING FOR...
	RQ Answerable in 2200 words
	RQ includes an IB Command Term
	RQ possesses the ability to analyze, not narrate
	Too BROAD                      Too NARROW                      CHRONOLOGY (limit scope by adding years)
	Sources are Scholarly <sup>1</sup> and students have provided a brief precis as to WHY the source is relevant to their RQ
	Sources are relevant to RQ
	Generic sourcing, lack of research by student OR RQ needs to be amended so that scholarly sources are applicable

Total Points (50): \_\_\_\_\_

### Source Selection:

- Is the source helpful in answering the RQ?
- What value does the source provide? And, what questions or avenues of research does it open up?
- Is the source scholarly?
- Who is the author and what is his/her relationship to the source/field?
- Does the author have a historical specialty and is the accessed source within said specialty?

### Resources:

IB History Guide <http://www.holyheart.ca/wp-content/uploads/2016/10/IB-History-Guide-2017.pdf> (May 7, 2019)  
 Guide to the IB History IA (by IB teachers) <http://ibhistoryia.weebly.com/> (May 7, 2019)

<sup>1</sup> The selection and use of sources requires a bit of explanation. Scholarly or academic sources are generated and published by acknowledged members of the relevant subject area. A monograph (scholarly work focused on a single subject) containing footnotes (evidence of research and attribution) is valued more highly than a tweet (usually). IB and this educator demand scholarly sources for a successful internal assessment. To paraphrase Supreme Court Justice Potter Stewart, I know a scholarly source when I see it. Another way to look at research is that there is a hierarchy of sources – primary to secondary with scholarly and non-scholarly interwoven throughout; in fact, one can apply the social structure of Victorian England from Kings and Queens through multiple layers of major and minor royalty to gentlemen and ladies, commoners and the working poor to Tiny Tim in determining source value. Valuable sources are those that advance one's research question, internal assessment, extended essay.

History is a dynamic, contested evidence-based discipline that involves an exciting engagement with the past.

**KEY CONCEPTS: CAUSATION, CHANGE, CONTINUITY, CONSEQUENCE, PERSPECTIVES, SIGNIFICANCE**

**WORLD HISTORY TOPICS**

**HISTORY OF THE AMERICAS TOPICS**

1. Society & Economy, 750-1400	I. Indigenous societies and cultures in the Americas, 750-1500
2. Causes and Effects of medieval wars 750-1500	II. European explorations and conquests in the Americas, 1492-1600
3. Dynasties and rulers, 750-1500	III. Colonial government in the New World, 1500-1800
4. Societies in transition, 1400-1700	IV. Religion in the New World, 1500-1800
5. Early Modern states, 1450-1789	V. Slavery and the New World, 1500-1800
6. Causes and effects of Early Modern Wars, 1500-1750	VI. Independence Movements, 1763-1830
7. Origins, development and impact of industrialization, 1750-2005	VII. Nation-building and challenges, 1780-1870
8. Independence Movements, 1800-2000	VIII. United States' Civil War: Causes, course and effects, 1840-1877
9. Evolution and Development of Democratic States, 1848-2000	IX. The development of modern nations, 1865-1929
10. Authoritarian States, 20 <sup>th</sup> century	X. Emergence of the Americas in global affairs, 1880-1929
11. Causes and Effects of 20 <sup>th</sup> century wars	XI. The Mexican Revolution, 1884-1940
12. The Cold War: Superpower tensions and rivalries, 20 <sup>th</sup> century	XII. The Great Depression and the Americas, mid 1920s-1939
	XIII. The 2 <sup>nd</sup> World War and the Americas, 1933-1945
	XIV. Political Developments in Latin America, 1945-1980
	XV. Political Developments in the United States (1945-1980) and Canada (1945-1982)
	XVI. The Cold War and the Americas (1945-1981)
	XVII. Civil Rights and Social Movements in the Americas post-1945
	XVIII. The Americas, 1980-2005

If you have any questions or concerns, please email me @ [depielmeier@fcps.edu](mailto:depielmeier@fcps.edu)...

Analyze	Break down in order to bring out the essential elements or structure
Compare	Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout
Compare and Contrast	Give an account of the similarities/distinctions between two (or more) items or situations, referring to both (all) of them throughout
Contrast	Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence
Evaluate	Make an appraisal by weighing up the strengths and limitations
Examine	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue
To what extent	Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument