WORLD WAR 2
RESEARCH PAPER ASSIGNMENT

- Your task is to be picking 1 World War 2 topic from this list below:

1. Battle of the Atlantic / sea technology
2. Norway and Denmark: invasion and resistance
3. Dutch and Belgian Resistance Movements
4. Joseph Goebbels
5. Vichy France
6. Charles De Gaulle and the Free French Movement
7. Siege of Leningrad
8. Attack on Pearl Harbour
9. Hirohito
10. Hideki Tōjō
11. Concentration camps
12. Hermann Göring
13. Battle of Stalingrad
14. Warsaw Ghetto and Uprising
15. Invasion of Italy
16. D-Day
17. Race for Berlin
18. Operation Market Garden
19. Ardennes offensive and the Battle of Bastogne (Battle of the Bulge)
20. Atom bomb (and the Manhattan Project)

- **Haven chosen your topic, you must develop a specific research question that is clear and focused. Your research purpose has to be clear from the start.**

- **Your research paper should be between 900-1000 words in length.**

For a research question to be clear and focussed:

- Your question needs to be **debatable**. It should not be possible to answer your question with a simple 'yes' or 'no'. It is important that you need to show at least two sides of the argument / event / conflict. For example, start your question with "To what extent".For a question to be focussed you need to discuss a narrow topic which targets a particular period in a particular region / area / country / city.

How to justify the relevance of your research question?

- Focus on the main points only and use history-specific terminology, such as appeasement, Blitzkrieg, collaboration, Communism, Fascism, (fear of) invasion, mistrust, propaganda, reparations, resistance, siege, Treaty of Versailles, etc.
- Place your question in the context of the Second World War. To do this you need to link your research question to the main conflict in the Second World War.

- **Your next step is to produce a plan of action, in table form.**

Your action plan should always include:

- creating your research question and getting it approved by your teacher
- gathering sufficient and varied resources
- generating an outline of the major points of your paper (use graphic organiser- Point, evidence, explain))
- building a bibliography as you proceed through the above steps

THE SUGGESTED NUMBER OF SOURCES FOR YOU TO USE IS: 5

AT LEAST 1 OF THESE 5 MUST BE A PRINT RESOURCE (book, or academic magazine such as the History ones in the ISA library.

- You are now ready to starting writing your report. This must be typed, but submitted on deadline day in print form.

Due date: Thursday/ Friday 10/11 December 2015

Assessment notes:

- This part of the project will be assessed on Criteria B (Investigating) and D (Thinking Critically).
- After the winter holiday you will be making a short presentation to your classmates on this same subject. The presentation will be assessed on Criteria A (Knowing and understanding) and C (Communicating).
- Assessment Rubric attached.

IB MYP- Grade 9 Individuals and Societies Assessment Rubric 2015-16

Criteria	1-2	3-4	5-6	7-8
A. Knowing and Understanding	The student: i. uses **limited** relevant terminology ii. demonstrates **basic** knowledge and understanding of content and concepts with **minimal** descriptions and/or examples.	The student: i. uses **some** terminology **accurately** and **appropriately** ii. demonstrates **adequate** knowledge and understanding of content and concepts through **satisfactory** descriptions, explanations and examples.	The student: i. uses a **range** of terminology **accurately** and **appropriately** ii. demonstrates **substantial** knowledge and understanding of content and concepts through **accurate** descriptions, explanations and examples.	The student: i. **consistently** uses **a wide range** of terminology **effectively** ii. demonstrates **excellent** knowledge and understanding of content and concepts through **thorough, accurate** descriptions, explanations and examples.
B. Investigating	The student: i. formulates a research question that is clear **or** focused and **describes** its relevance ii. formulates a **limited** action plan to investigate a research question or does not follow a plan iii. collects and records **limited** information, not always consistent with the research question iv. makes a **limited** evaluation of the process and results of the investigation.	The student: i. formulates a research question that is **clear** and **focused** and **describes** its relevance in detail ii. formulates and **somewhat** follows a **partial** action plan to investigate a research question iii. uses a research method(s) to collect and record **mostly relevant** information iv. evaluates **some** aspects of the process and results of the investigation.	The student: i. formulates a **clear** and **focused** research question and **explains** its relevance ii. formulates and follows a **substantial** action plan to investigate a research question iii. uses research method(s) to collect and record **appropriate, relevant** information iv. **evaluates** the process and results of the investigation.	The student: i. formulates a **clear** and **focused** research question, thoroughly **justifying** its relevance with appropriate evidence ii. formulates and **effectively** follows a **comprehensive** action plan to investigate a research question iii. uses research methods to collect and record **appropriate, varied and relevant** information iv. **thoroughly** evaluates the investigation process and results.

C. Communicating	The student: i. communicates information and ideas in a **limited way**, using a style that is **limited** in its appropriateness to the audience and purpose ii. structures information and ideas according to the specified format in a **limited way** iii. documents sources of information in a **limited way**.	The student: i. communicates information and ideas **satisfactorily** by using a style that is **somewhat** appropriate to the audience and purpose ii. structures information and ideas in a way that is **somewhat** appropriate to the specified format iii. **sometimes** documents sources of information using a recognized convention.	The student: i. communicates information and ideas **accurately** by using a style that is **mostly** appropriate to the audience and purpose ii. structures information and ideas in a way that is **mostly** appropriate to the specified format iii. **often** documents sources of information using a recognized convention.	The student: i. communicates information and ideas **effectively** and **accurately** by using a style that is **completely** appropriate to the audience and purpose ii. structures information and ideas in a way that is **completely** appropriate to the specified format iii. **consistently** documents sources of information using a recognized convention.
D. Thinking Critically	The student: i. **analyses** concepts, issues, models, visual representation and theories to a **limited extent** ii. **summarizes** information to a **limited extent** to make arguments iii. **describes a limited number of** sources/data in terms of origin and purpose and recognizes **nominal** value and limitations iv. **identifies** different perspectives and **minimal** implications.	The student: i. **analyses** concepts, issues, models, visual representation and theories ii. **summarizes** information to make arguments iii. **analyses and/or evaluates** sources/data in terms of origin and purpose, recognizing **some** value and limitations iv. **interprets** different perspectives and **some** of their implications.	The student: i. **discusses** concepts, issues, models, visual representation and theories ii. **synthesizes** information to make **valid** arguments iii. **effectively analyses** and **evaluates** a **range** of sources/data in terms of origin and purpose, **usually** recognizing value and limitations iv. **interprets** different perspectives and their implications.	The student: i. completes a **detailed discussion** of concepts, issues, models, visual representation and theories ii. **synthesizes** information to make **valid, well-supported** arguments iii. **effectively analyses** and **evaluates a range** of sources/data in terms of origin and purpose, **consistently** recognizing value and limitations iv. **thoroughly interprets** a **range** of different perspectives and their implications.

Essay Title.

Do you understand the question and how are you going to approach it?

First statements in each body paragraph are **descriptive**.

You need three of: Facts, statistics, explanations, and/or analysis. This is **NOT descriptive**.

Cleverly state that you have thus, **proven your point** for this idea/ paragraph.

How have you answered the question?

1. Introduction

Specific opening statement

Show understanding of what the question is about

Outline
1.
2.
3.

2. *Body Paragraph Idea*

2.1

2.2

2.3

Closing statement 2

3. *Body Paragraph Idea*

3.1

3.2

3.3

Closing statement 3

4. *Body Paragraph Idea*

4.1

4.2

4.3

Closing statement 4

5. Conclusion:

*Summarize your three main themes **linking directly to the question**:*

1.

2.

3.

Conclude upon the question showing a personal opinion/ evaluation