

## UNIT 1: CONFLICT

### Conflict Project

*“Individuals and societies in their interactions may impact choices and power balances.”*

This assignment involves your showing your understanding of the above statement of inquiry. You will be asked to complete a project which consists of two different parts - an action plan and a documentary trailer.

This project includes an achievement level on each of the following assessment criteria:

- A: Knowing and understanding
- B: Investigating
- C: Communicating

### INTRODUCTION

For Individuals & Societies, the key concept of ‘global interactions’ focusses on the interdependence of the larger human community, including the many ways that individuals and communities come into conflict with and cooperate with each other, and live together in a highly interconnected world to share finite resources. During the Cold War many conflicts and major events took place. We were able to only look at a few of the major conflicts in our unit. Now you are tasked with selecting an event during the Cold War period as your summative piece for this unit. However, you are also allowed to select a non-Cold War conflict up through 2006.

### TASK

- You must create an action plan in which you will detail your research methods and the stages you plan to follow in order to create your documentary trailer over time. Your final action plan must evaluate how well you followed your own action plan.
- You are challenged with producing a short ‘documentary trailer’ in an appropriate format.
- You yourself must choose a conflict between the **end** of the Korean War and 31 December 2006 (e.g. Cuban Revolution, Vietnam war, Suez Crisis, Cuban Missile Crisis, Namibian War of Independence, Soviet War in Afghanistan).
- The ‘documentary trailer’ must be 3 to 4 minutes in length: it can be a Power Point presentation with a voice-over in the style of *the-Map-as-History.com*. It can also have clips or simulated interviews. If you prefer, you may choose your own documentary trailer style.

## **DEADLINE**

Mr Griffiths' and Mr Nguyen's groups: Monday, 20 November 2017

Mr Chenault's and Ms Seghers' groups: Tuesday, 21 November 2017

### **Requirements for the documentary trailer are:**

- A video of 3 (minimum) to 4 (maximum) minutes in length.
- The documentary trailer includes spoken word, moving & still images / visuals, and text.
- The tone you choose should be appropriate to the audience of the documentary trailer.
- The documentary trailer starts with a title and ends with credits.

You can get inspiration from one of the following websites:

- <https://www.youtube.com/user/crashcourse>
- <http://www.the-map-as-history.com>
- <https://www.mysimpleshow.com/examples>
- <https://www.powtoon.com/powtoon-gallery>
- <https://www.khanacademy.org>

Programmes you could use to create your documentary trailer:

- Adobe After Effects (\*)
- Adobe Shockwave (all 'the-map-as-history' presentations are played using this)
- Explain Everything (\*)
- iMovie (can be used to replicate 'the-map-as-history' effect)
- [www.mysimpleshow.com](http://www.mysimpleshow.com)
- [ PowerPoint with voice recording ]
- PowToon.com
- Quicktime (screen recording)
- Screencastify (talking over web pages)
- Videoscribe (essentially an improved 'mysimpleshow')

(\*) Since not all of you have access to Adobe After Effects and since it is quite complex, ISA IT staffers suggest perhaps using Explain Everything on the iPad. It allows you to bring in graphics (like maps) and draw on them, add arrows, shading, etc. -- whilst also recording your actions, and recording a voice-over.

You are tasked with creating a documentary trailer for an educational website or History course. It is therefore important that you pass on information in a clear and structured way, using the language of History. You are required to tell the viewer the following about your conflict:

- The background to the conflict: Which region is involved and why?
- The main powers and individuals involved: Why were they involved?

- When did the conflict begin and end (if it has indeed ended)?
- What happened during the conflict?
- How *competition* took place between different groups / countries?
- How *co-operation* took place between different groups / countries?
- What examples of global interactions are included?

You can use the above points as chapter titles in your documentary trailer.

You are advised to tell a story or follow a timeline. You can even show this timeline as part of your documentary trailer. However, you do need to base your documentary trailer on factual evidence. In-depth study of reliable sources will be therefore be necessary in order to be able to answer the above questions. You are required to submit a bibliography of the sources used.

**Please make this part of the credits of your documentary trailer.** Note that this is part of the assessment of criterion C.

### Action Plan Template

Conflict:		
Research methods: How will you collect information? What types of sources will you use and how will you record your use of resources?		
Action Plan: Record the stages in your research in a table like the one below.		
Date and time taken to complete task	Task	Sources used (MLA reference)

### Standards for success

You will be assessed on criteria A, B and C. Please note the adjusted strands for this assignment.

### Assessment criteria

Criterion A: Knowing and understanding (maximum 8)	
Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 – 2	The student: i. <b>uses limited relevant</b> terminology ii. demonstrates <b>basic</b> knowledge and understanding of content and concepts with <b>minimal</b> descriptions and/ or examples.
3 – 4	The student: i. <b>uses some</b> terminology <b>accurately</b> and <b>appropriately</b> ii. demonstrates <b>adequate</b> knowledge and understanding of content and concepts through <b>satisfactory</b> descriptions, explanations and/or examples.
5 – 6	The student: i. uses a <b>range</b> of terminology <b>accurately</b> and <b>appropriately</b> ii. demonstrates <b>substantial</b> knowledge and understanding of content and concepts through <b>accurate</b> descriptions, explanations and examples.
7 – 8	The student: i. <b>consistently</b> uses a <b>wide range</b> of terminology <b>effectively</b> ii. demonstrates <b>detailed</b> knowledge and understanding of content and concepts through <b>thorough, accurate</b> descriptions, explanations and examples.

Criterion B: Investigating (maximum 8)	
Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 – 2	The student: ii. formulates a <b>limited</b> action plan or does not follow a plan iii. collects and records <b>limited</b> information, not always consistent with the documentary trailer iv. makes a <b>limited</b> evaluation of the process and results of the investigation.
3 – 4	The student: ii. formulates and <b>somewhat</b> follows a <b>partial</b> action plan iii. uses a research method(s) to collect and record <b>mostly relevant</b> information iv. evaluates <b>some</b> aspects of the process and results of the investigation.
5 – 6	The student: ii. formulates and follows a <b>substantial</b> action plan iii. uses a research method(s) to collect and record <b>appropriate, relevant</b> information iv. <b>evaluates</b> the process and results of the investigation.
7 – 8	The student: ii. formulates and <b>effectively</b> follows a <b>comprehensive</b> action plan iii. uses research method(s) to collect and record <b>appropriate, varied and relevant</b> information iv. <b>thoroughly</b> evaluates the investigation process and results.

Criterion C: Communicating (maximum 8)	
Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 – 2	The student: <ul style="list-style-type: none"> <li>i. communicates information and ideas in a <b>limited way</b>, using a style that is <b>limited</b> in its appropriateness to the audience and purpose.</li> <li>ii. structures information and ideas according to the specified format in a <b>limited way</b></li> <li>iii. documents sources of information in a <b>limited way</b>.</li> </ul>
3 – 4	The student: <ul style="list-style-type: none"> <li>i. communicates information and ideas in <b>satisfactorily</b> by using a style that is <b>somewhat</b> appropriate to the audience and purpose</li> <li>ii. structures information and ideas in a way that is <b>somewhat</b> appropriate to the specified format</li> <li>iii. <b>sometimes</b> documents sources of information using a recognised convention.</li> </ul>
5 – 6	The student: <ul style="list-style-type: none"> <li>i. communicates information and ideas <b>accurately</b> by using a style that <b>mostly</b> appropriate to the audience and purpose</li> <li>ii. structures information and ideas in a way that is <b>mostly</b> appropriate to the specified format</li> <li>iii. <b>often</b> documents sources of information using a recognised convention.</li> </ul>
7 – 8	The student: <ul style="list-style-type: none"> <li>i. communicates information and ideas <b>effectively</b> and <b>accurately</b> by using a style that is <b>completely</b> appropriate to the audience and purpose</li> <li>ii. structures information and ideas in a way that is <b>completely</b> appropriate to the specified format</li> <li>iii. <b>consistently</b> documents sources of information using a recognised convention.</li> </ul>

## **GRASP ASSESSMENT CONCEPT**

### **Goal**

This assessment requires you to show that you understand how different identities and relationships have an impact on global interactions and how global interactions impact identities and relationships. Choices made and changes to --or status-quo in-- the power balance will also impact these global interactions.

You are tasked with visualising these important concepts through a History documentary trailer. You must select a conflict which ended at least 10 years ago. You may prefer to select a Cold War conflict as we have studied the early Cold War recently. In this way you will find it easier to use subject-specific terminology. You can choose any topic since the end of the Korean War.

### **Role**

You are a documentary trailer maker with a keen interest in History. You are particularly interested in the question of how individuals and societies in their interactions may impact choices and power balances. You want to explore this question in the context of a conflict. You aim to inform your audience of the development of the conflict and how global interactions played an important role in the conflict.

### **Audience**

Your documentary trailer is intended to be watched by Grade 10 MYP I&S / IB DP History students as an introduction to a topic. This means that you have to use the appropriate History terminology, but you can't develop too many details as the documentary trailer is only meant to be an introduction. It is a general overview; as such, it must focus only on the main events and actors of the conflict. Usually it would be important to set the context: where in the world is the conflict taking place, who (countries / individuals) are involved, why did it start, how the conflict evolved and how was the situation (not) resolved.

## **Situation (Context)**

You are tasked with creating a documentary trailer for an educational website or History course. It is therefore important that you pass on information in a clear and structured way, using the language of History. You are required to tell the reader the following about your conflict:

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You are advised to tell a story or follow a timeline. You can even show this timeline as part of your documentary trailer. However, you do need to base your documentary trailer on factual evidence. In-depth study of reliable sources will be therefore be necessary in order for you to be able to answer the above questions. You are asked to submit a bibliography of the sources used. Please make this part of the credits of your documentary trailer and hand this in on paper. Note that this is part of the assessment of criterion C.

## **Product**

There are different products which are part of this project:

- A documentary trailer (criteria A and C) with bibliography
- An action plan including evaluation of process and results (criterion B)