



Albert Einstein High School

Summer Task Cover Sheet



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Course: IB History—Senior Year

- ✓ **Purpose of the Summer Assignment:** This assignment is designed to prepare students for the first week of class by: introducing background information on the history of Japan at the turn of the 20th Century. Furthermore, this assignment will allow students to improve on their Internal Assessment (IA), which they wrote last school year and received feedback.
- ✓ **Relationship between Summer Task and 1st Quarter Objectives:** This assignment establishes the foundation for our first unit of study, which covers the move to global war during WWII; and allows students the chance to complete the bulk of their IA.
- ✓ **Description of the Task:** Students will read and take notes on the first chapter from *The Move to Global War*. Furthermore, they need to revise Section 2 of their IA, based on feedback received at the end of last school year, and write a draft of Section 1 of their IA.
- ✓ **Supportive Resources:** Students can access a pdf of the reading on the school website. I have also attached the IA Rubric and other useful documents for your reference at the end of the summer assignment.

Grading:

- ✓ **DUE DATE:**
 - IA—September 6th 2019 (Turn in hardcopy in class and digitally on turnitin.com)
 - Readings—September 4th 2019
- ✓ **DEADLINE**
 - IA—September 6th 2019 (Turn in hardcopy in class and digitally on turnitin.com)
 - Readings—September 4th 2019
- ✓ **Grading Category:**
 - Chapter Readings Reading Check Quiz—Formative
 - IA Section 1—Practice Preparation
 - IA Section 2—I cannot re-grade until the entire IA is complete per IB rules.
- ✓ **Points:**
 - Chapter Reading Check Quizzes—20 Formative Points
 - IA Section 1—10 Practice Preparation Points
 - IA Section 2—Will become part of their final IA grade for the IB examination session



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- ✓ **Extent to which the summer task counts towards the marking period grade:** This assignment will affect student's marking period grade by no more than 5%.

- ✓ **Grading Criteria and Rubric:**
 - Assessment of Chapter Readings—Students will take a multiple-choice quiz on their assigned chapters from the summer assignment. All questions are directly related to the content of the chapter and will be graded for accuracy.
 - IA Section 1—Students will be provided with detailed feedback on their IA as well as a score on the IB rubric. Students will then be charged with the task of revising Section 1 later in the quarter.
 - IA Section 2—Students will not receive a specific grade on this section until their entire IA is complete. Per IB regulations I can only give written feedback and a score twice—once on a draft, which I graded and handed back in June 2017, and again at the end of the marking session.

IB History Summer Assignment for the Class of 2020

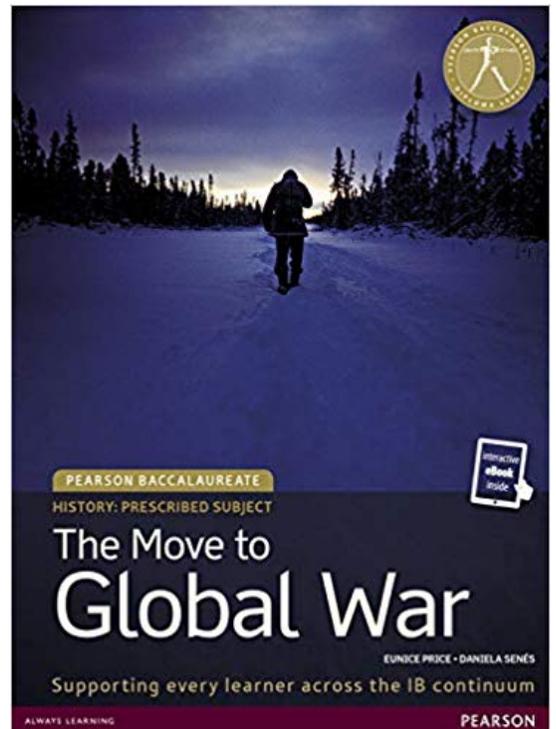
Dear Rising Senior,

To most of you, welcome back to my class! To my new students, I can't wait to meet you! I hope all of you are enjoying your summer with wonderful adventures and plenty of sleep. I am looking forward to seeing you all in September; however, before then I need you to complete the following assignments to be prepared for class.

You are enrolled in the senior year of IB History (we need to come up with a catchier title for this class—20th Century Conflicts Maybe?). In this class we will analyze the causes and impact of international conflicts throughout the 20th Century; ranging from World War I through the Cold War. The chapters in this assignment will provide you with background information on the conflicts erupting at the end of World War One by summarizing the colonization of and regime changes in Japan. Furthermore, this reading will briefly describe the course of World War I and the Great Depression. This reading will not only prepare you for our first unit of study this fall, but it will make our course more interesting because we will have gotten some of the textbook reading out of the way.

Your Summer Assignments

1. **Revise** the rough draft of your IA. At the end of the school year Ms. Holladay handed back your rough draft of Section 2 of your IA. You need to make the needed adjustments and improvements on your IA this summer. Furthermore, You must write your first draft of Section 1 of your IA. For Section 1 you must include your research question and pick the two most important sources to your investigation and complete an OPCVL analysis for each. You must submit both sections of your IA to Turnitin.com and bring a hard copy to class on Friday September 6th 2019. If you have any questions or concerns please email me at ms.shipleyIB@gmail.com.
2. **Read** and take notes on the first chapter in *The Move to Global War*. You really can put this off until the end of the summer, as this will be the information that we will be studying the first couple weeks of school. A link to the reading is posted along with your summer assignment. You will be taking a reading check quiz on this content on the second day of school.
3. **Work** on college applications. Every year students do not prioritize working on college applications over the summer and then become bogged down at the beginning of Senior Year. Don't be that student! Start working on your applications over the summer. If you need someone to read over your application essays feel free to email them to me!
4. **Email** me ASAP if you want me to write you a college recommendation letter. You should email me at ms.shipleyIB@gmail.com and I will send you a set of questions to answer. I cap the number of students I write letters for so don't delay, email me today!



IA Components with Explanations

Section 1: Identification and evaluation of sources

This section requires students to analyse in detail **two** of the sources that they will use in their investigation. The sources can be either primary or secondary sources. In this section students must:

- clearly state the question they have chosen to investigate (this must be stated as a question)
- include a brief explanation of the nature of the two sources they have selected for detailed analysis, including an explanation of their relevance to the investigation
- analyse two sources in detail. With reference to the origins, purpose and content, the student should analyse the value and limitations of the two sources in relation to the investigation.

A crucial element of this section of the internal assessment task is formulating an appropriate question to investigate. The six key concepts for the history course (causation, consequence, continuity, change, significance and perspectives) can be a very useful starting point in helping students to formulate a question.

The following are examples of historical investigations recently submitted by students.

- How systematic were the deportations of the Jewish population of Dusseldorf to Minsk between 1941 and 1942?
- How significant were economic problems as a cause of the Bamberg Witch Trials (1623–1633)?
- What were the most important reasons for the failure of Operation Market Garden?
- To what extent was weak leadership responsible for the collapse of the Egyptian Old Kingdom in 2125 BC?

Section 2: Investigation

This section of the internal assessment task consists of the actual investigation. The internal assessment task provides scope for a wide variety of different types of historical investigation, for example:

- a historical topic or theme using a variety of written sources or a variety of written and non-written sources
- a historical topic based on fieldwork, for example, a museum, archeological site, battlefields, places of worship such as mosques or churches, historic buildings
- a local history study.

The investigation must be clearly and effectively organized. While there is no prescribed format for how this section must be structured, it must contain critical analysis that is focused clearly on the question being investigated, and must also include the conclusion that the student draws from their analysis.

In this section, students must use a range of evidence to support their argument. Please note that students can use primary sources, secondary sources, or a mixture of the two.

Section 3: Reflection

This section of the internal assessment task requires students to reflect on what undertaking their investigation highlighted to them about the methods used by, and the challenges facing, the historian.

Examples of discussion questions that may help to encourage reflection include the following.

- What methods used by historians did you use in your investigation?
- What did your investigation highlight to you about the limitations of those methods?
- What are the challenges facing the historian? How do they differ from the challenges facing a scientist or a mathematician?
- What challenges in particular does archive-based history present?
- How can the reliability of sources be evaluated?
- What is the difference between bias and selection?
- What constitutes a historical event?
- Who decides which events are historically significant?
- Is it possible to describe historical events in an unbiased way?
- What is the role of the historian?
- Should terms such as “atrocious” be used when writing about history, or should value judgments be avoided?
- If it is difficult to establish proof in history, does that mean that all versions are equally acceptable?

Bibliography

A bibliography and clear referencing of all sources **must** be included with every investigation, but these are not included in the overall word count.

Word limit

The word limit for the historical investigation is 2,200 words. A bibliography and clear referencing of all sources **must** be included in the investigation, but are not included in the overall word count.

Below are suggested word allocations for each section of the historical investigation. Please note that these word allocations are suggestions only.

Section	Suggested word allocation	Associated assessment criteria	Marks
1. Identification and evaluation of sources	500	A. Identification and evaluation of sources	6 marks
2. Investigation	1,300	B. Investigation	15 marks
3. Reflection	400	C. Reflection	4 marks
Bibliography	Not applicable	Not applicable	Not applicable
Total (maximum word limit)	2,200 words		Total:25 marks

Quick Reference Guide: Chicago Manual of Style Citations

Use this website for more detailed explanations of how to cite your sources in Chicago.

<https://owl.english.purdue.edu/owl/resource/717/01/>

Citations in your bibliography

Book:

Lastname, Firstname. *Title of Book in Italics*. Place of publication: Publisher, Year of publication.

Chapter in a book:

Lastname, Firstname. "Title of Chapter." in *Title of Book in Italics*, page numbers. Place of publication: Publisher, Year of publication.

Website:

Lastname, Firstname. "Title of Web Page." *Publishing Organization or Name of Website in Italics*. Publication date and/or access date if available. URL.

General Notes:

- In your bibliography you should list your sources in alphabetical order by author's last name or the first word in the title of the source. If using the title of the book, you do not use "a" or "the" as the first word in the title.
- Every line after the first needs to be indented. (see my example citation for "Chapter in a Book" and "Website." If you are working on a GoogleDoc, to enter hanging indents you put your cursor at the **end** of the **first** line and hit "enter" and then you hit the "tab" button. In order to insert a hanging indent on a PC, put your cursor at the **end** of the **first** line and then hit the "tab" button. DO NOT place your cursor at the start of the second line, this will indent the whole citation.

Citations in your footnotes

Book:

1. Firstname Lastname, *Title of Book in Italics*. (Place of publication: Publisher, Year of publication), page number.

Chapter in a book:

1. Firstname Lastname, "Title of Chapter," in *Title of Book in Italics*. (Place of publication: Publisher, Year of publication), page number.

Website:

1. Firstname Lastname, "Title of Web Page," *Publishing Organization or Name of Website in Italics*, Publication date and/or access date if available, URL.

General Notes:

- In general, the biggest differences between citations in your bibliography and your footnotes are—the format of the author's name, replace periods with commas in footnotes, need page numbers in footnotes, parentheses are around the publication info in footnotes, and there are no hanging indents.

Footnote Shortcut Guide

When you cite something the first time your citation should look like the first one below.¹ Please remember to put your footnote superscript number *outside* the period. When writing your paper I know it can get daunting to continually type the same full citation over and over again. But no need to fear because there is a shortcut you can use! Once you have written the full citation for the source you can shorten your citation. The first option for shortening a citation you can see next to the two below.² The shortening option next to number two is most helpful when you have several documents by the same author because it includes the title of the document you are citing. However, if you only have one document by the author you can shorten the footnote using the formula next to the number three below.³ If your citation is exactly the same as the citation most directly above it than you can shorten your footnote by simply writing Ibid, see number four below.⁴

Footnotes are also helpful when you need to add information into your paper, but it would be awkward to include in the body of your writing.⁵ Footnotes also do not count against your word count. So if you are getting close to the word limit and you need to cut words, you can put that information into your footnotes.

¹ Sarah Shipley, *The Footnote Guide*. (Frederick: Shipley Publishing, 2016), 1.

² Shipley, *The Footnote Guide*, 4.

³ Shipley, 10.

⁴ Ibid.

⁵ For example, if you need to define a term, translate a word, or provide background information, you can create a footnote to include that information.

IA Rubric Reformatted

Section 1: Identification and Evaluation of Sources

	Question for Investigation	Identification and Significance of Sources	OPCVL Analysis of Sources
0	The work does not reach a standard described by the descriptors below.	The work does not reach a standard described by the descriptors below.	The work does not reach a standard described by the descriptors below.
1-2	The question for investigation has been stated.	The student has identified and selected appropriate sources, but there is little or no explanation of the relevance of the sources to the investigation.	The response describes , but does not analyse or evaluate, two of the sources.
3-4	An appropriate question for investigation has been stated.	The student has identified and selected appropriate sources, and there is some explanation of the relevance of the sources to the investigation.	There is some analysis and evaluation of two sources, but reference to their value and limitations is limited .
5-6	An appropriate question for investigation has been clearly stated.	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.	There is a detailed analysis and evaluation of two sources with explicit discussion of the value and limitations of two of the sources for the investigation, with reference to the origins, purpose and content of the two sources.
Feedback	<input type="checkbox"/> Missing question <input type="checkbox"/> Question is not stated as a question <input type="checkbox"/> Question is too broad <input type="checkbox"/> Question is confusing <input type="checkbox"/> Question leads to listing	<input type="checkbox"/> You did not pick your 2 most important sources <input type="checkbox"/> You didn't include source citations <input type="checkbox"/> Your citations are incomplete or incorrect <input type="checkbox"/> Your explanation of significance is missing <input type="checkbox"/> Your explanation of significance is underdeveloped	<input type="checkbox"/> Your OPCVL's are too general, the points you make could be applied to any source <input type="checkbox"/> You are missing <ul style="list-style-type: none"> ○ Origin ○ Purpose ○ Content ○ Value ○ Limitations <input type="checkbox"/> You are not linking your OPCVL's to your investigation

Section 2: Investigation

	Organization	Argument Development	Use of Evidence in Analysis	Use of Perspectives in Analysis	Conclusion
0	The work does not reach a standard described by the descriptors below.	The work does not reach a standard described by the descriptors below.	The work does not reach a standard described by the descriptors below.	The work does not reach a standard described by the descriptors below.	The work does not reach a standard described by the descriptors below.
1-3	The investigation lacks clarity and coherence, and is poorly organized. Where there is a recognizable structure there is minimal focus on the task.	The response contains little or no critical analysis . It may consist mostly of generalizations and poorly substantiated assertions.	Reference is made to evidence from sources, but there is no analysis of that evidence. (More of a passing mention)		
4-6	There is an attempt to organize the investigation but this is only partially successful , and the investigation lacks clarity and coherence.	The investigation contains some limited critical analysis but the response is primarily narrative/descriptive in nature, rather than analytical.	Evidence from sources is included, but is not integrated into the analysis/argument. (Still not analyzed, but attempted to use effectively)		
7-9	The investigation is generally clear and well organized, but there is some repetition or lack of clarity in places. (More significant clarity issues)	The response moves beyond description to include some analysis or critical commentary, but this is not sustained .	There is an attempt to integrate evidence from sources with the analysis/argument.	There may be awareness of different perspectives, but these perspectives are not evaluated .	
10-12	The investigation is generally clear and well organized, although there may be some repetition or lack of clarity in places. (Small clarity issues)	The investigation contains critical analysis , although this analysis may lack development or clarity.	Evidence from a range of sources is used to support the argument.	There is awareness and some evaluation of different perspectives.	The investigation argues to a reasoned conclusion .
13-15	The investigation is clear, coherent and effectively organized.	The investigation contains well-developed critical analysis that is focused clearly on the stated question.	Evidence from a range of sources is used effectively to support the argument.	There is evaluation of different perspectives.	The investigation argues to a reasoned conclusion consistent with the evidence & arguments provided.
Feedback	<input type="checkbox"/> You are not answering your question as written <input type="checkbox"/> You need to go back and create an outline for your essay <input type="checkbox"/> Each paragraph should be on one precise idea <input type="checkbox"/> Your paragraph categories do not match your thesis statement categories	<input type="checkbox"/> You are primarily telling a story <input type="checkbox"/> You are missing a thesis <input type="checkbox"/> You are missing (a) component(s) of a thesis <ul style="list-style-type: none"> ○ Counter claim ○ Supporting categories ○ A central claim <input type="checkbox"/> You need to explain how/why your evidence proves your claim	<input type="checkbox"/> You are relying too heavily on one source <input type="checkbox"/> You are in need of evidence from <ul style="list-style-type: none"> ○ Primary Sources ○ Books ○ Academic Journals <input type="checkbox"/> You are relying on weak sources <input type="checkbox"/> Your evidence is separate from your analysis (ie a paragraph of facts, then a paragraph of analysis)	<input type="checkbox"/> Perspectives are missing <input type="checkbox"/> More evaluation of the perspectives is needed <input type="checkbox"/> You include a counter, but you are missing a rebuttal	<input type="checkbox"/> Missing a conclusion <input type="checkbox"/> Conclusion is too similar to the intro paragraph <input type="checkbox"/> Conclusion does not match your thesis

Section 3: Reflection

	Methods of the Historian	Challenges Facing the Historian	Link to Own Investigation
0	The work does not reach a standard described by the descriptors below.	The work does not reach a standard described by the descriptors below.	The work does not reach a standard described by the descriptors below.
1-2	The reflection contains some discussion of what the investigation highlighted to the student about the methods used by the historian	The reflection demonstrates little awareness of the challenges facing the historian and/or the limitations of the methods used by the historian.	The connection between the reflection and the rest of the investigation is implied , but is not explicit.
3-4	The reflection is clearly focused on what the investigation highlighted to the student about the methods used by the historian	The reflection demonstrates clear awareness of challenges facing the historian and/or limitations of the methods used by the historian.	There is a clear and explicit connection between the reflection and the rest of the investigation.
Feedback	<input type="checkbox"/> Missing explanations of methods <input type="checkbox"/> Unclear explanations of methods	<input type="checkbox"/> Missing explanations of the limits of historians' methods <input type="checkbox"/> Unclear explanations of the limits of historians' methods	<input type="checkbox"/> Little to no links to own investigation <input type="checkbox"/> Only links to own investigation

Other Components of your IA

- You adhered to the word count of 2,200 words
 - You wrote your paper in Arial or Times New Roman
 - You used size 12 font
 - Your paper is double spaced
 - On your title page you should include
 - Your research question
 - My Name
 - Your Name
 - NOTE: THIS DOES NOT APPLY TO THE FINAL DRAFT
 - SUBMITTED TO IB
 - Table of contents
 - Include the sections and page numbers
 - You followed the correct citation format for your footnotes
 - Your footnote numbers are placed outside of the period
 - You followed the correct citation format for your bibliography
 - Your bibliography is in alphabetical order
- Your section headings match the titles on the rubrics
 - Section 1: Identification and Evaluation of Sources
 - Section 2: Investigation
 - Section 3: Reflection
 - You have correct grammar
 - You wrote your essay in the past tense
 - You have correct capitalization
 - You have correct punctuation
 - Your paper was submitted to turnitin.com