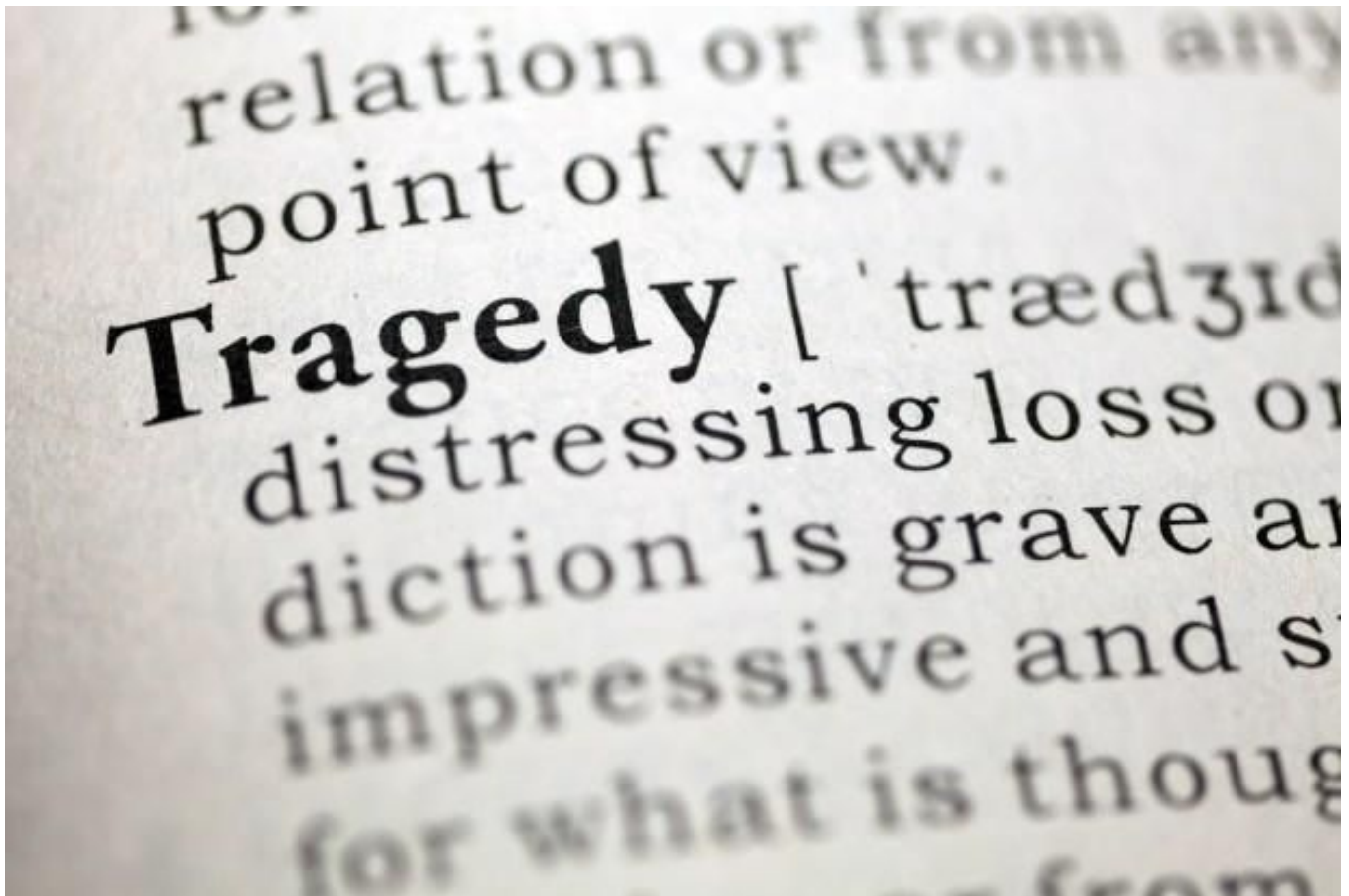


Tragedy and Turmoil Inquiry

Name:

Class:



Task	Due by	Signed off by teacher
I have chosen my topic to research		
I have written THREE appropriate focus questions		
I have selected relevant information to complete the inquiry		
I have recorded and processed all of my information		
I have drawn valid conclusions for my inquiry and summarised this into MY OWN WORDS		
I have planned my booklet		
I have completed my booklet		
I have evaluated my inquiry and handed in my inquiry booklet, research AND booklet		

Finish Date:

You will present your inquiry in the form of a booklet.

Context:

Significant events in history have causes and effects. You are to design and conduct an inquiry looking into a significant event in human history. Choose a topic from the list below that you would like to research. You may choose a topic that is not on this list but you **MUST** get this approved by your teacher.

- The sinking of the Titanic
- 9/11 (The World Trade Centre)
- World War II
- The Black Death
- Chernobyl
- The Fire of London
- Pompeii

Task One:

Choose one of the topics above. Using a range of sources (books in the library AND websites) find out how significant events have causes. You are required to answer the following questions.

I have chosen to research

.....

You will have ONE lesson to decide what you are going to research.

Your teacher will check this by

.....

Focus Questions

Criteria for a good focus question:

- Good focus questions need to be OPEN (require more than a yes or no answer. You should be able to pull a RANGE of different information from a range of sources to answer these questions.)
- Your focus questions should cover both the cause and the effect
 - o Have one focus question about the causes of the event
 - o Have one focus question about the event itself
 - o Have one focus question about the effect/consequences of the event

Focus Question One:

I will highlight all information relevant to this question in

.....

Focus Question Two:

I will highlight all information relevant to this question in

Focus Question Three:

I will highlight all information relevant to this question in

.....

Questions MUST be signed off by your teacher before you can proceed.

Task Two:

Research

When you research you must make sure that you use a VARIETY OF SOURCES. This makes sure that the things you find on one site are the same on another so that you have accurate and reliable information. Primary resources and Secondary resources should be used. Primary resources are resources come direct from the source. This could be photographs, drawings, quotes from people involved at the time or even an interview with someone who knows information about the topic that you are researching. A secondary resource will be the information that you find on the Internet, in books or magazines.

You will find information from BOTH Primary and Secondary resources.

Where am I going to gather information?	
What information am I expecting to find?	Where am I expecting to find this?

--	--

What problems may I encounter while gathering information and what are some possible strategies to resolve these?	
Potential Problems	How Problems will be Resolved

Get this signed off by your teacher before you proceed.

You will need to record ALL of the places that you have found your information. You will need to record the date that you found this information and what focus question it relates to.

Books

Author	Title	City/Publisher	Date	Pages	Focus Question
La Grega, Michael	Ancient Civilisations	New York, USA, Waveland Press Inc.	2001	31-34	2,1

Internet

Author	Title of Article	Name of Site	Web address	Date Viewed	Focus Question
			http://www.history.com/topics/black-death	07/08/17	3

Gathering Information

It is important that you print the MOST useful websites and photocopy the MOST useful pages from books.

When you photocopy and print make sure that you are writing down the website details/title and publication details on your paper copies. This is to make sure that you know what information you are collecting from where.

Processing Information

Once you have gathered a RANGE of information that you think will be helpful you are to process it.

You have already identified a colour coding system for each Focus Question. For example, if you have stated that FQ1 is yellow, any information that you gather relating to that question will be highlighted yellow.

Once you have read and highlighted your gathered information it is ESSENTIAL that you summarise that useful information in your own words.

The following pages are a space for you to write down your processed information for EACH Focus Question. Alongside the information you need to write down the reference (where the information came from).

Focus Question One:

.....

.....

.....

Processed information written in my own words:

Focus Question Two:

.....
.....
.....

Processed information written in my own words:

Focus Question Three:

.....
.....
.....

Processed information written in my own words:

Get your processed research signed off by your teacher.

Task Three

Presenting Your Information

You are to present your information as a booklet. Within this booklet you are to answer ALL THREE Focus Questions and **include images** that relate to what you are talking about.

You will also need to include a **bibliography**.

Your draft must be signed off by your teacher before you begin your final copy.

Hand in this Inquiry Booklet, ALL of your colour-coded research and your booklet for marking.

Change marking criteria for yr8.

GRADE	EVIDENCE
5A	<p>All research questions have been answered using a detailed range of specific examples. Students show a comprehensive understanding of what their invention/action is.</p> <p>Able to discuss in detail why it is so important to people alive then and people alive now and give supporting evidence.</p>
5P	<p>All research questions have been answered using examples. Students show a detailed understanding of what their invention/action is.</p> <p>Able to discuss why it is so important to people alive then and people alive now and give supporting evidence.</p>
5B	<p>All research questions have been answered. Students show a good understanding of what their invention/action is.</p> <p>Able to explain why it is so important to people alive then and people alive now, with a few examples.</p>

4A	Students have explained their invention/action. Able to explain why it is so important to people alive then and people alive now. Is this an and/or or do they need both?
4P	Students have described their invention/action. Able to describe why it is so important to people alive then and/or people alive now.
4B	Students have described their invention/action. Have attempted to describe why it is important to people alive then and/or people alive now.
Comment:	