Step-by-Step Student Guidelines for CBA 1

There are four steps to completing CBA 1 over the next three weeks.

1. Investigating (Week 1)

A. Identify a possible topic/topics from your locality that interests you. Look back over your end of section reflections for inspiration.

Here are some more suggestions:

- The contribution of a local person to an aspect of life in the locality, or to a specific episode or event or movement in the locality or elsewhere
- A local manifestation of a national or international movement or phenomenon
- A local historical incident that was an important cause of change
- A study of an aspect of life in the locality at a given time in the past
- A survey of how life changed over time in a locality
- A study of a local place of historical interest, such as a church, school, factory, workhouse, place of work, stately home, round tower, monastery, abbey, etc.
- A study of a monument, statue, memorial or other such site of historical interest
- A study of the historical origins of local place names
- A study inspired by an historically significant local artefact or archaeological discovery or site of interest
- The impact of a national or international event or issue on the locality.

Family/personal history

- Investigation of a family member who is historically significant at a local, national or international level
- A genealogical study.

List your ideas here:

__________________________________________________________________________________
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__________________________________________________________________________________
B. Discuss your possible topic/topics with your teacher and, if working in a pair or group, other group members.

Date discussed: _________________________________________________________________

I will complete my display on: __________________________________________________

C. Create a series of questions that you would like to find the answers to during your research. You might need to do some general background reading on your topic/person to help you with this. Think about what you actually want to discover. These questions can help you structure your display.

See some sample questions in the table below.

<table>
<thead>
<tr>
<th>Examples of different types of topics</th>
<th>Sample questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Local person</strong></td>
<td>What was Michael Collins’ early life like?</td>
</tr>
<tr>
<td></td>
<td>What role did Collins play in the War of Independence?</td>
</tr>
<tr>
<td></td>
<td>Why is Collins considered important (historically significant)?</td>
</tr>
<tr>
<td></td>
<td>What impact did Collins have on my place?</td>
</tr>
<tr>
<td><strong>Local building</strong></td>
<td>Why was Newgrange built?</td>
</tr>
<tr>
<td></td>
<td>What materials were used to build Newgrange?</td>
</tr>
<tr>
<td></td>
<td>Buildings can change over time so what did Newgrange look like when it was originally built?</td>
</tr>
<tr>
<td></td>
<td>What impact does Newgrange have on my place now?</td>
</tr>
<tr>
<td><strong>Local event</strong></td>
<td>How many people died because of the Famine in my locality?</td>
</tr>
<tr>
<td></td>
<td>What kind of houses did people live in during the Famine in my place?</td>
</tr>
<tr>
<td></td>
<td>What were conditions in the local workhouse like?</td>
</tr>
<tr>
<td></td>
<td>Was the Famine worse in my locality compared to other parts of the country?</td>
</tr>
<tr>
<td><strong>Family history</strong></td>
<td>My great-uncles both died in WWI. I want to find out what information it gives about them on the 1901 and 1911 census records.</td>
</tr>
<tr>
<td></td>
<td>What regiments did they join?</td>
</tr>
<tr>
<td></td>
<td>What was life in the army like?</td>
</tr>
<tr>
<td></td>
<td>How did they die?</td>
</tr>
</tbody>
</table>
List your questions here:

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D. If you are working in a group or pair make sure that you take note of everything you have done.
List what you have done here:

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**Reflection:** Why did you end up selecting this topic/subject?

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Why is your topic historically significant?

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__________________________________________________________________________________
__________________________________________________________________________________
2. Discovering

What sources will you use to find answers to the questions you created in the last section? Circle the type of sources that you plan to use below.

<table>
<thead>
<tr>
<th>Photographs</th>
<th>Baptismal records</th>
<th>Census records</th>
<th>Birth certs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marriage certs</td>
<td>Visit to a museum</td>
<td>Visit to a library</td>
<td></td>
</tr>
<tr>
<td>Visit to a heritage centre</td>
<td>Letters</td>
<td>Newspaper</td>
<td>Visit to a memorial</td>
</tr>
<tr>
<td>Interview</td>
<td>Local history journal</td>
<td>Website</td>
<td></td>
</tr>
<tr>
<td>Liaise with local history society</td>
<td>Book</td>
<td>Visit to a building</td>
<td>Visit to the site of an event</td>
</tr>
</tbody>
</table>

Others:

______________________________________________________________

______________________________________________________________
What I Have Discovered

My topic is: ____________________________________________

Source 1:

My first source is: ____________________________________________

Information that I got from Source 1: ____________________________________________

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Source 2:

My second source is: _____________________________________________

Information that I got from Source 2: _____________________________________________
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_____________________________________________________________________________________________________________________________
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_____________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________
Source 3:

My third source is: _____________________________________________________________

Information that I got from Source 3: ____________________________________________

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____________________________________________________________________________

____________________________________________________________________________
Credits

This is a list of where I got all of my images/maps/graphs/information from.

<table>
<thead>
<tr>
<th>Type of source</th>
<th>How to reference this source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book</td>
<td>Author, title, publisher, place and date of publication.</td>
</tr>
<tr>
<td>Website</td>
<td>Webpage title, URL, author (if known), date accessed.</td>
</tr>
<tr>
<td>Interviewee</td>
<td>Name of interviewee, date of interview.</td>
</tr>
<tr>
<td>Visit</td>
<td>Name of location that you visited, date you visited.</td>
</tr>
<tr>
<td>Local history journal</td>
<td>Author, title of article, title of local history journal, volume number, date.</td>
</tr>
</tbody>
</table>

There are lots of other types of sources, ask your teacher how to reference these.

List sources here:

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
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Reflection: Was it easy or hard to find sources? Explain your answer.

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__________________________________________________________________________________
3. Displaying

You should answer the questions from section A and present your findings in a display. Your display should feature a combination of modes of presentation, e.g. timeline with text and images, model with labels, poster with graph and map, booklet with text and a timeline, video with images and audio, etc.

OR

If you select a single mode of display, e.g. audio, make sure that it includes a range of sources, interprets and reflects on the research.

How will you display your findings?

Why did you select this format?
My Display

Use this page to draw a sample sketch of your display, or to storyboard your video, or write your script for your audio or video recording, depending on what type of format you select.
## Check list for your display

<table>
<thead>
<tr>
<th>Title: I have clearly stated the title of this project</th>
<th>Tick when completed</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Creativity and design: I have demonstrated creativity and put thought and effort into the display I selected</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I have included relevant images/drawings/maps/graphs with a caption</td>
<td></td>
</tr>
<tr>
<td>(If creating a poster display) I have made my display eye-catching</td>
<td></td>
</tr>
<tr>
<td>(If creating a Powtoon or video) I have included suitable music or audio</td>
<td></td>
</tr>
<tr>
<td>(If creating a model) My model is structurally secure and looks historically accurate</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content: Have you included the following in your display? (You could use these to structure your display and write a paragraph on each)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Why did you do your project on this particular topic?</td>
<td></td>
</tr>
<tr>
<td>What is the connection between your project and your locality?</td>
<td></td>
</tr>
<tr>
<td>What is the historical significance of your topic (why does this topic/subject matter)?</td>
<td></td>
</tr>
<tr>
<td>Provide some background information on your project</td>
<td></td>
</tr>
<tr>
<td>How does this topic fit into ‘the big picture’ of national or international history? E.g. a local battle could have been part of wider events of the 1798 Rebellion.</td>
<td></td>
</tr>
<tr>
<td>Has the information that you’ve discovered changed your opinion on anything?</td>
<td></td>
</tr>
<tr>
<td>Have you tried to interpret the information that you’ve discovered or make a judgement on it (have you offered your thoughts and opinions on your subject rather than just repeat what you’ve found out)?</td>
<td></td>
</tr>
<tr>
<td>If your subject is controversial have you looked at it from more than one perspective?</td>
<td></td>
</tr>
<tr>
<td>Have you demonstrated your historical consciousness? (See definition on next page)</td>
<td></td>
</tr>
<tr>
<td>Have you answered each of the questions that you created during the investigating stage?</td>
<td></td>
</tr>
</tbody>
</table>

| Spelling and grammar: My spelling and grammar are accurate |  |

| Credits: I have credited (said where I got) all my maps/images/graphs/information from |  |

| Group work: (If working in a group) I have clearly marked (symbol INITIALS) what I did |  |

<table>
<thead>
<tr>
<th>Reflection: I have included a reflection section in my display about:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>my experience conducting research</td>
<td></td>
</tr>
<tr>
<td>the opportunities and challenges I faced as a historian (The next section, 4. Reflecting, will help you with this)</td>
<td></td>
</tr>
</tbody>
</table>
4. Reflecting

All students will complete a reflection note. Completion of the note is your declaration of the part that you have played in the assessment. You will submit the note to your teacher. You will record your own, personal contribution to the work to assist your teacher in identifying your individual contribution to the display where students worked in pairs/groups. A reflection note is included on p. 282.

Have you completed the reflection note on p. 282 and submitted it to your teacher?

Yes [ ] No [ ]

Reflection: Would you select this display format if you were going to complete this project again? Explain your answer.

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Developing historical consciousness

Viewing people, issues and events in historical context
Looking at events from more than one viewpoint
Appreciating historical places and buildings
Understanding why people and events are commemorated
Using historical concepts or ideas