

Deerfield Beach High School
I.B. Theory of Knowledge
Application Assessment #4 – Alternative #2
History as an Area of Knowledge

DIRECTIONS

CONTEXT: In this unit, we discussed the compilation of history and the nature of knowledge of the past. We tried to define historical facts and evaluate value judgments, to make sense of their history's intent and purpose, and to examine their influence of history on collective memory over generations. This task requires you to consider the process of history writing and the knowledge questions associated with the selection of material to be included in an historical narrative.

PREPARATION: You will need to choose one subject for the task and do what you believe is an appropriate amount of research to provide a holistic understanding of the subject. This will include, but is not limited to, collecting primary source information in the form of interviews and researching secondary sources to fill out the narrative in your historical account.

TASK: **Your task is to write ONE of these two kinds of histories: (1) a personal history OR (2) a history of a community of interest to you.** Read carefully the following set of instructions and consider the concepts we've discussed in class. Organizing your writing into the form of an historical narrative from a third person perspective (regardless of whether you've chosen to do a personal history or not). A well-scoring history should include evidence of a carefully worded narrative, demonstrating understanding of key concepts, careful consideration of the explicit and implicit aspects of this task, and clear evidence and/or research to support your claims both in the narrative and in the appendices. Please refer to the learning scale for this assignment.

PARAMETERS & REQUIREMENTS:

PART 1: Collecting Primary Sources & Secondary Sources

Anecdotal Evidence Collection (especially for personal histories)

Choice of Someone Close: You are required to **interview at least THREE individuals**, but you may interview more. First preference should be given to parents to interview for your history; much older siblings next; then close friends of the family who have known you most of your life; again, interview as many sources as you choose.

Format: Interview as a primary source to learn more details about your own life to include in your historical account; parenthetically cite this person(s) in the body of the essay *and* as a source in the bibliography. You do not need to provide a transcription of the interview. Cite the date of the interview, and in an appendix, provide a list of the questions asked of each source.

Questions: Questions should include but are not limited to basic data (i.e. birthdate, place of birth, places moved to & reasons why, schools attended & reasons why), significant life moments in student's life according to the source, and comments on where he/she thinks your life is and where they see you going.

Testimonial Evidence Collection (especially for community histories)

Media Research: You are required to do the research necessary to fill out the historical narrative of this community. Identify the most significant events in this community's history: its origin, important turning points in its development, and other evidence you feel is important to understanding this community's identity and values over time. Keep in mind that media research can be done in the case of personal histories too; news articles featuring you may be good evidence to include in your history.

Format: Standard citation format will apply in this case.

PART 2: Writing the Historical Narrative

Format: Typed; double-spaced; 12-point size; standard font types (i.e. Arial or Times (New) Roman). Include a **bibliography**, listing the primary and secondary sources you've used, listed properly as a standard citation. Be sure to **parenthetically cite** this person(s) in the body of the essay *and* as a source in the bibliography. Cite the person's name and date of the interview (in parentheses), and include an **appendix** that provides a list of the questions asked of each source. Give the history a creative/imaginative **title** that represents the theme of the writing.

Length & Conventions: between 5 and 6 pages; use the third person perspective; avoid contractions and slang

Content: Content should include but is not limited to basic data (i.e. birthdate, place of birth, places moved to & reasons why, schools attended & reasons why, origin of community and its historical development), significant life moments that affected you/community, and comments on where you think you are in your life (or where the community is, as an analyst/historian) and where you see yourself/the community going in your/its future. This is to be written in the narrative style, as if you, as a researcher, were telling the story of your life, as a subject in history. This applies too in the case of a community history.

FORMAT FOR SUBMISSION: Your historical narrative must be typed into a word processing document and then attached as an email sent to me; you may also share the document with me if you use an online program, but be sure to provide me permissions to view. The subject title for the email AND the file name of the document must be **YourLastName-Period__-AA#4-2** (so if it were my assignment: *Collazo-Period1-AA#4-2*).

Failure to comply with these formatting specifications and requirements will result in an immediate 2 point deduction before scoring commences.

DEADLINE: Submit by 11:59pm on 3/18/2019 (M), sent to dbhssensei@gmail.com

Failure to meet this deadline will result in a 4 point deduction for each day it is late, beginning at 12:00am on 3/19/2019 (T).

Application Assessment #4-2: Learning Scale for Task

<p>Standard: LAFS.1112.L.3.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<p><i>Based on Depth of Knowledge (DOK) Levels</i></p>	
<p>DOK Level 4</p> <p>Score: 19-20</p>	<p>In addition to Score 3, in-depth inferences and applications that go beyond instruction are demonstrated by the student in a well-developed, critical response.</p> <p>The student's response includes evidence of a carefully worded narrative and identifies key knowledge questions in which the student describes and applies ideas/concepts within the context and therefore demonstrates mastery.</p>
<p>DOK *Level 3*</p> <p>Score: 17-18</p>	<p>In addition to Score 2, the student identifies and applies specific terminology noted at Score 2.</p> <p>The student research clearly addresses the category tasks and he/she responds to the questions in the task with a well-argued and supported response. The response demonstrates a careful consideration of the explicit and some implicit aspects of the question, and utilizes supporting evidence to support the student's claims.</p>
<p>DOK Level 2</p> <p>Score: 15-16</p>	<p>The student recognizes and describes terminology such as narrative, evidence (and the different types), primary & secondary sources, value judgment, individual vs. collective memory, certainty of knowledge of the past, truth, knowledge claims and knowledge questions.</p> <p>The student's consideration and research are adequate, but not thorough. No major errors or omissions regarding the simpler details of the above noted ideas/concepts, but major errors or omissions regarding the more complex ideas/concepts.</p>
<p>DOK Level 1</p> <p>Score: 13-14</p>	<p>With help, a partial understanding of some of the simpler details and implications of the more complex ideas/concepts being assessed in the question or task. The student's consideration and research may not be completely adequate for the task.</p>
<p>DOK Level 0</p> <p>Score: 0-12</p>	<p>Even with help, little to no understanding or skill demonstrated; or student did not respond to this question/task; or student submitted the assignment beyond the 4-day late grace period.</p>