

## **Form 3 Inquiry: “War is the ultimate cause of human regression” To what extent do you agree?**

Over the next six weeks of lessons you will be investigating this question and presenting your findings in a PowerPoint.

Over a six week period you will be exploring this debateable question, “War, what is it good for”, through your study of the First World War. You will approach this inquiry through independent research, on the Battlefields trip, in the library, and in class. You will be able to explore different aspects of innovation during the war from four topic areas.

- Advances in military strategy
- Advances in military technology
- Advances in medicine
- Changes in views towards war

You will be able to select no more than **ONE** of these topic areas. You will develop your own statement of inquiry that answers the question. You will need to prove to what extent your statement is correct and therefore present an answer to the inquiry question.

You will need to complete the forms as you progress, and your final presentation will be a PowerPoint to accompany the worksheets you have completed throughout the project.

You will peer assess the projects, and your final presentation will focus on your statement of inquiry, your conclusion, and reflection.

**Week 5:** CONNECT – You will explore different aspects of the First World War in lessons and be introduced to the project.

**Week 6:** CONNECT – You will continue to explore different aspects of the First World War on the Battlefields Trip. You will start to consider which topic area you would like to explore further in your project.

**Week 8 – 9:** WONDER / INVESTIGATE / CONSTRUCT – You will be splitting your time between the library, computer rooms, and the classroom. You will begin to refine your research by selecting a topic area and considering further questions you will need to explore further. You will continue to investigate and develop a statement of inquiry (your argument related to the debateable question).

**Week 10:** INVESTIGATE – You will research in greater depth into your topic area, refining your research to two aspects of your topic, e.g. If I was studying weaponry I may look at the development of gas and tanks.

**Week 11:** EXPRESS – You will summarise your research into PowerPoint slides, with a crib sheet to explain around your slides. You will not need to present in front of the class but will discuss your project with your peers in a class exhibition.

**Week 12:** REFLECT – You will be peer assessed, but will also need to identify what went well with your project, what you would do differently, and what you would do if you had had more time to research further.

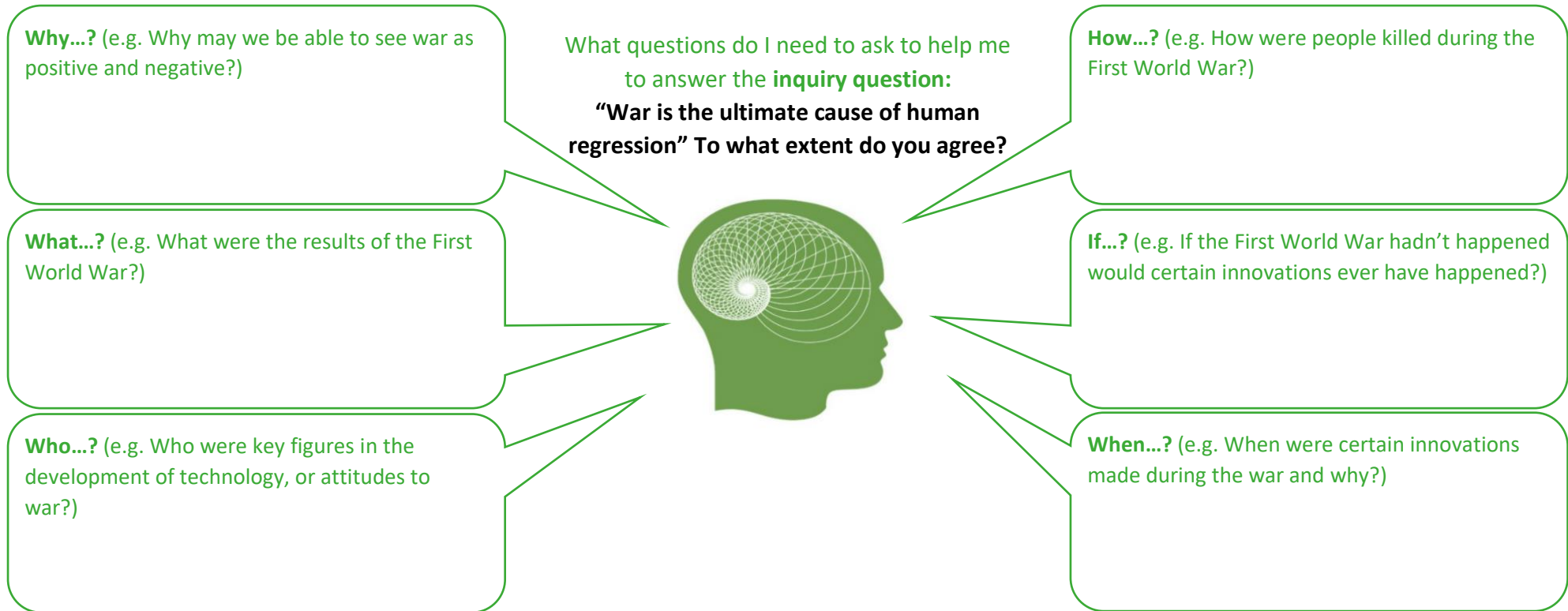
What was warfare like during the First World War?

Are there any examples of wars, which have led to something positive?



How do we remember the First World War?

Any other information that may help you answer the inquiry question?



## Investigative Journal: Background Investigation

Use the Resource Pack from Battlefields, your class work, and research in the library, to make initial notes that will help you to decide which questions might be worth exploring further. *Put the 'source number' (or title and author/ URL if it is not from the resource pack) next to each piece of information to show where it came from.*

Which of my question(s) am I trying to answer?	What information have I found? <i>Don't forget that any direct quotes must be in quotation marks.</i>	How far does this answer my inquiry question? <i>(and is your question likely to be a helpful one to guide further investigations?)</i>



Construct	<ul style="list-style-type: none"> <li>Based on research, develop a statement of inquiry. What is your proposed answer to the question? e.g. "<b>The main technological advances of World War One were new weapons designed to kill and maim people on a large scale.</b>"</li> </ul>
Topic areas	
Positive / Negative?	
Draft statement	
Statement	

**CONSTRUCT** You will develop your own statement of inquiry based on what you have learnt so far. This will be a proposed answer to the inquiry question, "**War is the ultimate cause of human regression**" **To what extent do you agree?** It will dictate the topics that you study, refining your research, and define your argument that you will need to prove.









## Investigative Journal

**Source:**  Book  Website  Magazine  Other: \_\_\_\_\_

Author: \_\_\_\_\_ Title / Name of Web Page: \_\_\_\_\_

Date Published: \_\_\_\_\_ Publisher / Name of Website: \_\_\_\_\_

Page no. / URL: \_\_\_\_\_

**What information have I found?**  
Either copy the information word for word (quote it), making sure you use quotation marks (“...”), or write it in your own words (paraphrase).

**Why is it relevant to my statement of inquiry?**  
Why, of all of the information that you could have chosen, have you chosen this information? You should comment on the quality of the source of the information.



**Statement of Inquiry:**

**What criteria will you use to analyse the evidence?**

**Supporting evidence**

**Counter evidence**

**Analysis**



Use this sheet to plan your presentation. You do not need to design each slide exactly, just give an idea of what might be on it. If you cannot think why the slide is important, then maybe it is not! You may not need to use all the slides.

You will create a PowerPoint presentation covering the following information. You must cover the following in your slides.

- 1. Statement of inquiry
- 2. What topic area are you focusing on?
- 3. What are your criteria for judging the effects of warfare?
- 4. Evidence for your statement of inquiry
- 5. Analysis (Why does the evidence support your statement of inquiry?)
- 6. Evidence against your statement of inquiry
- 7. Analysis (Why does the evidence challenge your statement of inquiry?)
- 8. Judgement (Does the evidence mostly support or challenge your statement?)
- 9. Reflection (What went well? What would you do differently? What if you had more time?)

Using the planning sheet below, you will be able to map out your PowerPoint presentation. You should ideally condense your information into 9 slides; however, you may use 12 at the most. You should not exceed this amount, as you need to consider the most important information to include on your slides. Any additional information should be written into your crib sheet, to use when explaining your project to your peers.

1.

2.

3.

4.

Why does the audience **need** this slide?

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Why does the audience **need** this slide?

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Why does the audience **need** this slide?

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Why does the audience **need** this slide?

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5.

Why does the audience **need** this slide?

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10.

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11.

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12.

Why does the audience **need** this slide?

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### Presentation crib sheet

Slides	Questions	Notes
1.	Why did you develop your statement of inquiry?	
2.	Why did you select this topic area?	
3.	Why did you create your criteria for analysing?	
4. 5.	Why does your supporting evidence prove your statement of inquiry?	

6. 7.	Why does some evidence challenge your statement of inquiry?	
8.	Why did you reach your judgement?	
9.	<p>What went well?</p> <p>What would you done differently?</p> <p>What would research further if you had more time?</p>	

**REFLECT**

Your project will be peer assessed using the marking criteria below. You will have several peers assess your work. You will then highlight what you think are the best fit marks for your project. This will also inform any reflections you will make in the table on the next page.

Mark	Knowledge and Understanding	Communicating & Critical Thinking	Investigating	Thinking Critically
7-8	Detailed and broad range of facts and knowledge used, both supporting and counter evidence. Always explain the relevance of evidence to their argument in detail.	Confident communication of ideas, according to the task structure, with alternative arguments considered.	Effectively completes the FOSIL process with a well defined statement of inquiry. Thoroughly reflects on the strengths and weaknesses of the project and how to improve.	Justifies arguments in detail using a wide range of sources. A range of arguments are presented and evaluated.
5-6	Good range of facts and knowledge used, both supporting and counter evidence. Always explain the relevance of evidence to their argument.	Clear communication of ideas, according to the task structure, with some lapses in focus.	Mostly follows the FOSIL process with a coherent statement of inquiry. Reflects on the strengths and weaknesses.	Mostly justifies arguments using a good range of sources. A balanced argument is presented and evaluated.
3-4	Reasonable range of facts and knowledge used; only supporting evidence. Mostly explain the relevance of evidence to their argument.	Ideas are communicated in an attempt to address question but may feature description/ loss of focus.	Partially follows the FOSIL process with an ill-defined statement of inquiry. Reflects on either strengths or weaknesses.	Somewhat justifies arguments using a fair range of sources. A balanced argument is presented but not evaluated.
1-2	Basic facts and knowledge used; only supporting evidence. Rarely explain the relevance of evidence to their argument.	Ideas are not communicated clearly and answer lacks any structure.	Limited following of the FOSIL process with an incoherent statement of inquiry. Limited reflection on the project.	Sometimes justifies arguments using a limited range of sources. Only one argument is presented.
0	No explanation of relevance of evidence to their argument.	Ideas are not related to the question focus.	No statement of inquiry or following of the FOSIL process. No reflection on the project.	Arguments are asserted and no sources are referenced. No argument is presented.

What went well with your project?	What would you do differently?	What would you research further if you had more time?