

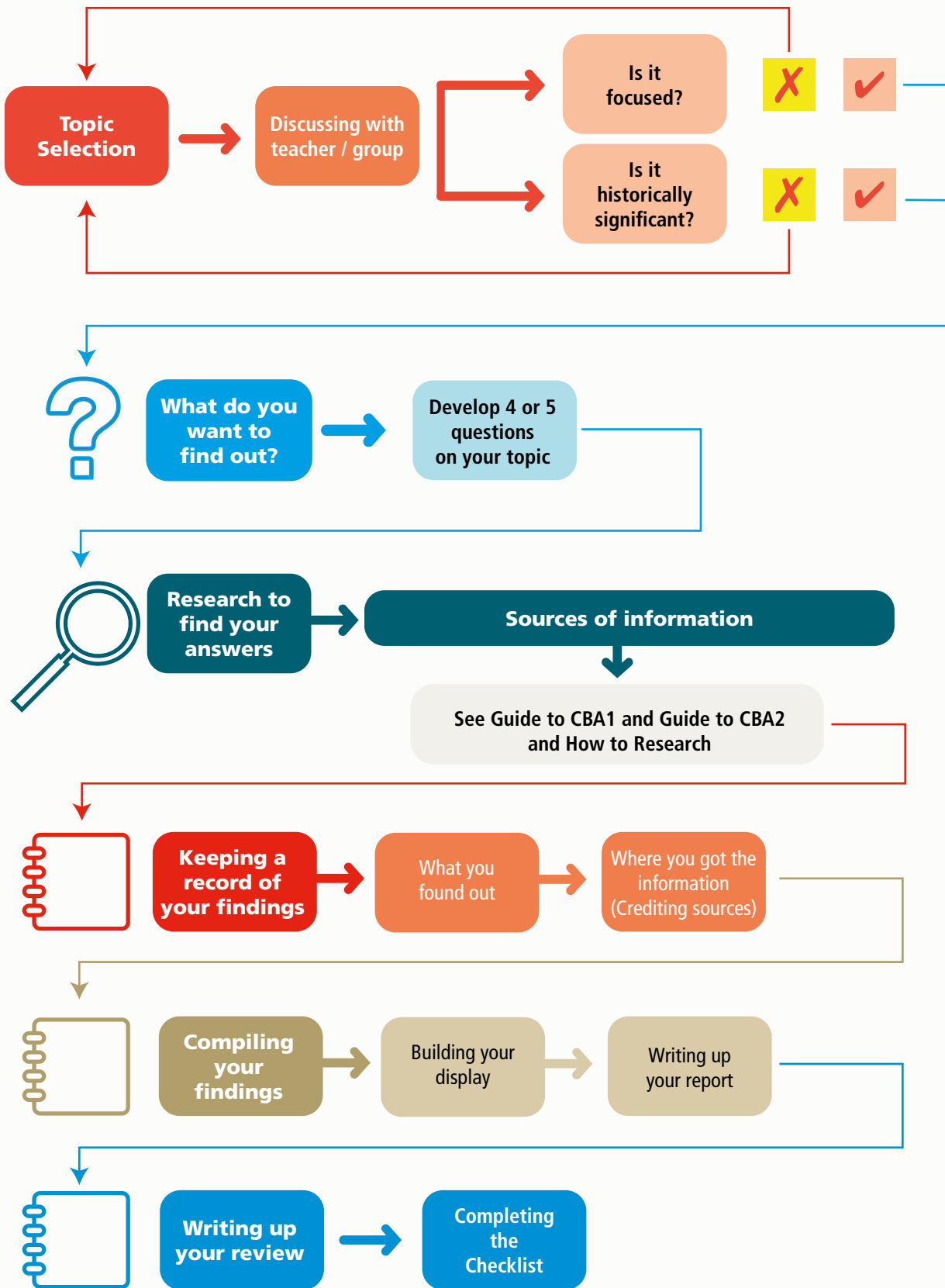
Junior Certificate History Class Based Assessment

Student's Guide to CBA2 - A Life in Time

Wicklow Local Studies Library



COMPLETING THE CBA - PROCESS





HISTORY CLASS BASED ASSESSMENTS

There are two Class Based Assessments (CBAs) in Junior Certificate History. CBA1 is completed in second year and CBA2 in third year. Both are completed over a three week period during class time.

This guide is for CBA2, *A Life in Time*.

CBA2 topics are generally based on a Europe and the Wider World historical topic.

The Guide provides students with a step-by-step guide to completing their CBA project from the initial topic selection to the final review process.

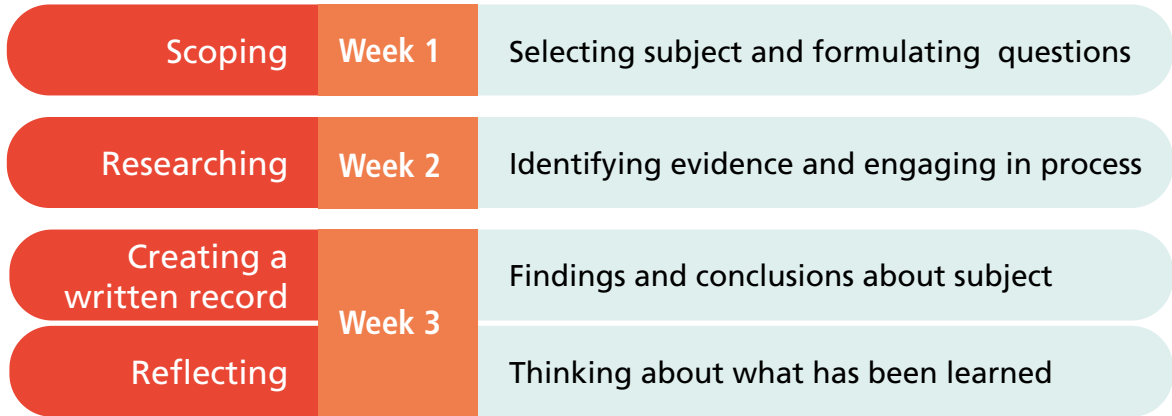
In addition to this guide, the following information is available to download from our website at <https://www.wicklow.ie/Living/Services/Libraries/Local-Studies/Schools>.



	Format	Content
Teacher's and Student's Guide to the Local Studies Library	PDF & Print	A guide to the Local Studies Library and the resources available to help you complete your project
Teacher's Guide to the CBA	PDF	A guide of the processes and requirements for completing the CBA projects.
Student's Guide to CBA 1	PDF	Step by step guide to how to complete CBA1, with guidance, worksheets checklists
Student's Guide to CBA 2	PDF	Step by step guide to how to complete CBA2, with guidance, worksheets checklists
How to do Historical Research	PowerPoint	A presentation on how to approach historical research
Possible Research Topic Templates	PDF	A series of templates, on the most popular topics with an introduction, supporting images and a list of information sources
How to do Historical Research - Student Guide	PDF	Where to find information sources. How to carry out research, record your findings and correctly cite information sources
CBA Worksheets	PDF	Worksheets for CBA 1 and CBA 2 to help you record your findings

CBA 2 – A LIFE IN TIME

There are four steps to completing CBA 2 over a three week period.



Step 1: Selecting a Person of Interest

Make a list of people from the past who you are interested in doing a project about. If you are unsure, think about what chapter or period in history that you enjoyed studying in class.

When making this list, think about why you would like to know more about one of these people, and what was the important role that they played in the course of history. For example:

Remember if you completed CBA 1 on **Irish History**, then you must complete CBA 2 on **European or World History** and vice versa.

Era:	Possible Figures:
The Explorations	Ferdinand Magellan, Vasco da Gama, Queen Isabella
The American Revolution	John Adams, George Washington, Abigail Adams
Soviet Russia	Nikita Khrushchev, Leon Trotsky, Dora Kaplan
WWII Figures	Adolf Hitler, Winston Churchill, Franklin D. Roosevelt



Step 2: Focused Period in the Person's Life

The research and written record must focus on a specific time in this person's life, it cannot be a biography from their birth until death. Some examples of what you could focus on include:

- ▲ Investigating what might have influenced the person's beliefs and/or actions – e.g. Betty Friedan and the Women's Liberation Movement, 1960s.
- ▲ The role this person played in an aspect of significant historical change – e.g. Martin Luther King's Role in the Civil Rights Movement, 1955 – 1965.
- ▲ An important relationship in the person's life and/or career – e.g. The British War Cabinet: Churchill and Chamberlain, 1940s.
- ▲ Examining an aspect of the person's life or career – e.g. Adolf Hitler: The Dictator, 1933 – 1939.

To narrow your focus to a specific part of the person's life, think about the following questions:

1. Why would I like to find out more about the person I have selected?
2. Are they historically important? How?
3. What do I already know about them?
4. Do I need to know enough background information around a significant event?
5. Have we looked at this person in class?
6. Is my study of this person different or more specific than what we completed in class?
7. How will I narrow the focus on one particular aspect of this person's life?
8. Is there a specific event in their early life/career that I want to know more about?
9. Has this person changed the course of history in some way?

Discuss the person you want to research and your approach (e.g. early life, how this person impacted historical change) with your teacher.

Date discussed:

The specific aspect that I will complete my report on is:

Step 3: Why is the person historically significant?

When you've selected a topic, consider the following prompts and questions. This will help you show how the topic is historically significant.

1	Remarkable	Was the person remarked upon at the time or since? Were people talking about them? Are people still talking about them? Is it an important person that is known nationally and/or internationally? Did this person impact their world?
2	Remembered	Is the person collectively remembered? Are there commemorations to celebrate this person? Is this person remembered locally/nationally/internationally? Do we still speak about this person regularly?
3	Resonant	Does the person still have a link to modern issues/events/people? How? Has the person been significant consistently since that time? Did this person influence the beliefs or actions of other people at the time or later in history?
4	Resulting in Change	Did the person's actions change the course of history? How? Did the person's involvement in the event change an aspect of culture/society/politics? Did the actions of the person influence modern life?
5	Revealing	Does the person reveal more information about a specific period in the past? Are we able to draw comparisons and connections between the past and now because of this person? What can we learn from the person that may influence our actions and beliefs now?

You must be able to answer some of the above questions in detail to ensure the person is of historical significance. If you are still not sure, check with your teacher before starting to do any of the research.



Note: The person should be able to relate to at least one of the above 5R's

(See next page: Recording the Historical Significance of your topic)



WORKSHEET: HISTORICAL SIGNIFICANCE

Note: Your person only needs to fit into at least one of the boxes to be historically significant.

Name of Person:	
This person is remarkable because of their actions/ involvement in:	
This person is remembered because in modern times we still celebrate them by:	
They are resonant because aspects of their life are still linked with modern life:	
The actions they took resulted in change when:	
The actions they took/the event they took part in reveal information about the historical period:	

Step 4: Questions to Answer

Before making a list of questions you would like to find the answers to, you should write down all the information you already know about the person. This should be completed before any research is done. Some of this information may be relevant to the period you will focus on, and some will not.



Come up with **three or four** questions that you would like to answer during your research.

Try to pick questions that are factual and analytical, for example:

Factual Questions	Analytical Questions
What year did Christopher Columbus set sail for America?	What were the aims set out by Christopher Columbus on his maiden voyage across the Atlantic Ocean?
Where did Martin Luther King make the 'I have a dream' speech?	How significant was Martin Luther King in the March on Washington during the Civil Rights Movement in America?
What was the Montgomery Bus Boycott?	Why is the Montgomery Bus Boycott considered one of the most important events in the 1960s movement for equality in America?

(See: Questions on My Person of Interest on next page)

The aim is to find the answers to these questions when you are going through sources and different forms of information as part of the research process. You will then present the answers to these questions when 'Creating a Written Record'.



WORKSHEET: BACKGROUND ON MY PERSON OF INTEREST

Name:	
Date of Birth:	
Date of Death:	
Nationality:	
What I already know:	
List of important events in this person's life:	
Religious/Political/ Social Beliefs of person:	
Important Relationships:	
Why are they historically significant?	
An aspect of their life I will focus on is:	
I will focus on this aspect because:	

WORKSHEET: QUESTIONS ON MY PERSON OF INTEREST

The questions I would like to answer during my research are:

1

2

3

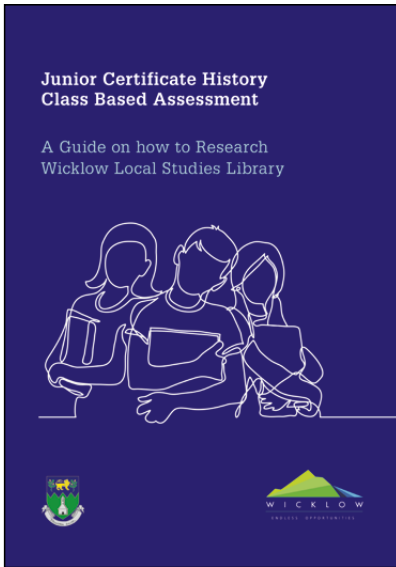
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W2 Researching

Step 5: Finding Sources

The best place to start is by talking to your teacher, your family and your neighbours. If it is a topic you know something about that's great, you might know where to start. If you are unsure about where to start talk to somebody who may be able to point you in the right direction. Before you start your research, you should read the **How to do Historical Research** at <https://www.wicklow.ie/Living/Services/Libraries/Local-Studies/Schools> to find out how to approach researching your topic.



Where do we find sources? One of the main locations is historical repositories – these are libraries, archives, and museums. You may go in looking for one source, but the librarians, archivists and historians may be able to point you in the direction of more sources and information. **A lot of repositories can now be accessed online.**

The most common sources used are books, websites, artefacts, documentaries, interviews, diaries, letters, maps and photographs. The **Guide to Wicklow Local History Library** at <https://www.wicklow.ie/Living/Services/Libraries/Local-Studies/Schools> has great information on sources of local and international history.

Tick the type of sources you hope to use below:

Photographs	<input type="checkbox"/>	Maps	<input type="checkbox"/>	Paintings & Drawings	<input type="checkbox"/>
Newspapers	<input type="checkbox"/>	Websites	<input type="checkbox"/>	Books	<input type="checkbox"/>
Visit to Library	<input type="checkbox"/>	Visit to Heritage Centre	<input type="checkbox"/>	Visit to Local History Library	<input type="checkbox"/>
Local History Journal	<input type="checkbox"/>	Interview	<input type="checkbox"/>	Visit to a Museum	<input type="checkbox"/>
Other					

Step 6: Information Gathered

When you have found your sources, it is important to keep a record of the name, author, what type of source it is, and the information that you got from the source. Remember – if you are reading a book or looking at a website, see if there are any other recommended books, websites, articles, etc., to read on the topic. **(See: Information Gathered on next two pages)**

Step 7: Crediting (Citing) my Sources

You should keep a record of all the sources used, it is important to cite (credit) where you got your information from.

Type of Source	How to reference this source:
Book	Title, Author, Publisher, Place and Year of Publication
History Journal	Title of Article, Author, Title of Local History Journal, Volume Number, Year
Visit	Name of Location Visited, Date Visited
Website	Webpage Title, URL, Author (if stated on website), Date Accessed
Interview	Name of Interviewee, Subject of the Interview, Interviewed By, Recorded Using, Location, Date of Interview
Newspaper Article	Title of Article, Author, Name of Newspaper, Date Published, Page Number
TV or Radio Documentary	Title, Year, Channel, Writer/Director, Presenter/Narrator, URL, Date Accessed



WORKSHEET: INFORMATION GATHERED

Books, History Journals, Newspapers, Websites

Title					
Author					
Publisher					
Place & Date / Year of Publication				Page/s:	
Website					
Date Accessed					
Type of source	Primary <input type="checkbox"/>			Secondary <input type="checkbox"/>	
	Written <input type="checkbox"/>	Visual <input type="checkbox"/>	Oral <input type="checkbox"/>	Aural <input type="checkbox"/>	Tactile <input type="checkbox"/>

Information Gathered / Notes Taken:

Note: You may need more than one worksheet, if you have more than one source of this kind.

WORKSHEET: INFORMATION GATHERED

TV or Radio Documentary, Podcast

Title	
Year	
Channel	
Writer / Director Presenter / Narrator	
Date Accessed	

Type of source	Primary <input type="checkbox"/>	Secondary <input type="checkbox"/>		
	Written <input type="checkbox"/>	Visual <input type="checkbox"/>	Oral <input type="checkbox"/>	Aural <input type="checkbox"/>

Information Gathered / Notes Taken:

[This section contains ten large, empty rectangular boxes for taking notes.]

Note: You may need more than one worksheet, if you have more than one source of this kind.



W3 Creating a Written Record

This stage of the CBA is all about presenting your findings from the research and coming to conclusions while answering your questions.

Step 8: Planning your record

You should answer the questions that you created in Step 1 scoping and present your historical judgements as a written record. Your written record should be a 'coherent, logically-arranged piece of writing', using evidence from your sources to support your conclusions.

Your written record could be in the format of an article, essay, blog, script for a broadcast, letter to a journal or newspaper, obituary, speech, etc.

What format will you use for your written record? _____

Why did you select this format? _____

Step 9: Linking My Sources

As part of the written process, it is important to link evidence from your sources and research into your final piece. Consider some of the following link words and phrases that you can include in your write up:

- ▶ It is explained in Source A that ...
- ▶ When I looked at Source B, I discovered that ...
- ▶ Having read two different sources, one a primary source and the other a secondary source, it is now my understanding that ...
- ▶ Despite new research and evidence, many people still believe that ...
- ▶ Historians agree/disagree that ...
- ▶ A similar aspect in the sources was that ...
- ▶ A common element in all the sources was ...
- ▶ Source A explains how ... however, the opposite can be seen in Source B, which states ...
- ▶ The account that is given in Source A is very different to the other sources, nothing like this occurs in ...

Remember it is important to recognise that some of your information has come from a variety of sources, historians, artists, authors, etc., all sources should be cited and included.

Step 10: Checklist for written record

Make sure that your written record includes the following information:

- ▲ Title of the CBA
- ▲ The format selected is coherent – it is well structured, focused on the topic, includes relevant dates
- ▲ Images/Drawings/Photographs (with captions) of the personality researched
- ▲ The historical significance of the personality
- ▲ Background information on the personality selected
- ▲ The questions posed at the beginning, and the answers I discovered during my CBA research
- ▲ Credited (cited) my sources and any visuals used
- ▲ Included the reflection sheet

(See: Checklist for Written Record on the next page)



WORKSHEET: CHECKLIST FOR WRITTEN RECORD

	Checklist for CBA2 Written Record	Complete
1	Title 1. I have clearly stated the title of my CBA as part of my written record.	<input type="checkbox"/>
2	Information Gathered 1. I have presented my findings in a written format that makes sense and is easy to follow. 2. I have used my skills as a historian to analyse sources and gather information. 3. I have stated who my written record is about and why I selected this personality to research. 4. I understand and have explained how this personality is considered historically important. 5. I have included background information on my selected personality. 6. I have included the answers to my questions and included evidence from the sources I have used. 7. I have referenced all my sources as part of my written record. 8. I have linked some of the evidence from my research into my written record and presented this as part of my findings.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3	Spelling, Grammar and Punctuation 1. I have checked over my work for any spelling, grammar or punctuation mistakes. 2. I have asked a parent/guardian/friend to read my work and make sure there are no mistakes.	<input type="checkbox"/> <input type="checkbox"/>
4	Reflection 1. I have included my reflection as part of my CBA2. 2. I was honest in all parts of my reflection on my experience engaging with the CBA.	<input type="checkbox"/> <input type="checkbox"/>



W3 Reflecting

The final step as part of the CBA, is to reflect on the process. This will be submitted to your teacher as part of the CBA1 process, you should be as honest and detailed as possible in answering the questions:

- ▲ What were the most positive things in my experience of working on this CBA?
- ▲ What were the main challenges I faced?
- ▲ What aspects of my learning about my subject did I find most significant?
- ▲ What did I learn about the role of the historian in conducting and presenting research?

(See: Reflection Note on next page)



WORKSHEET: REFLECTION NOTE

Name:	CBA:
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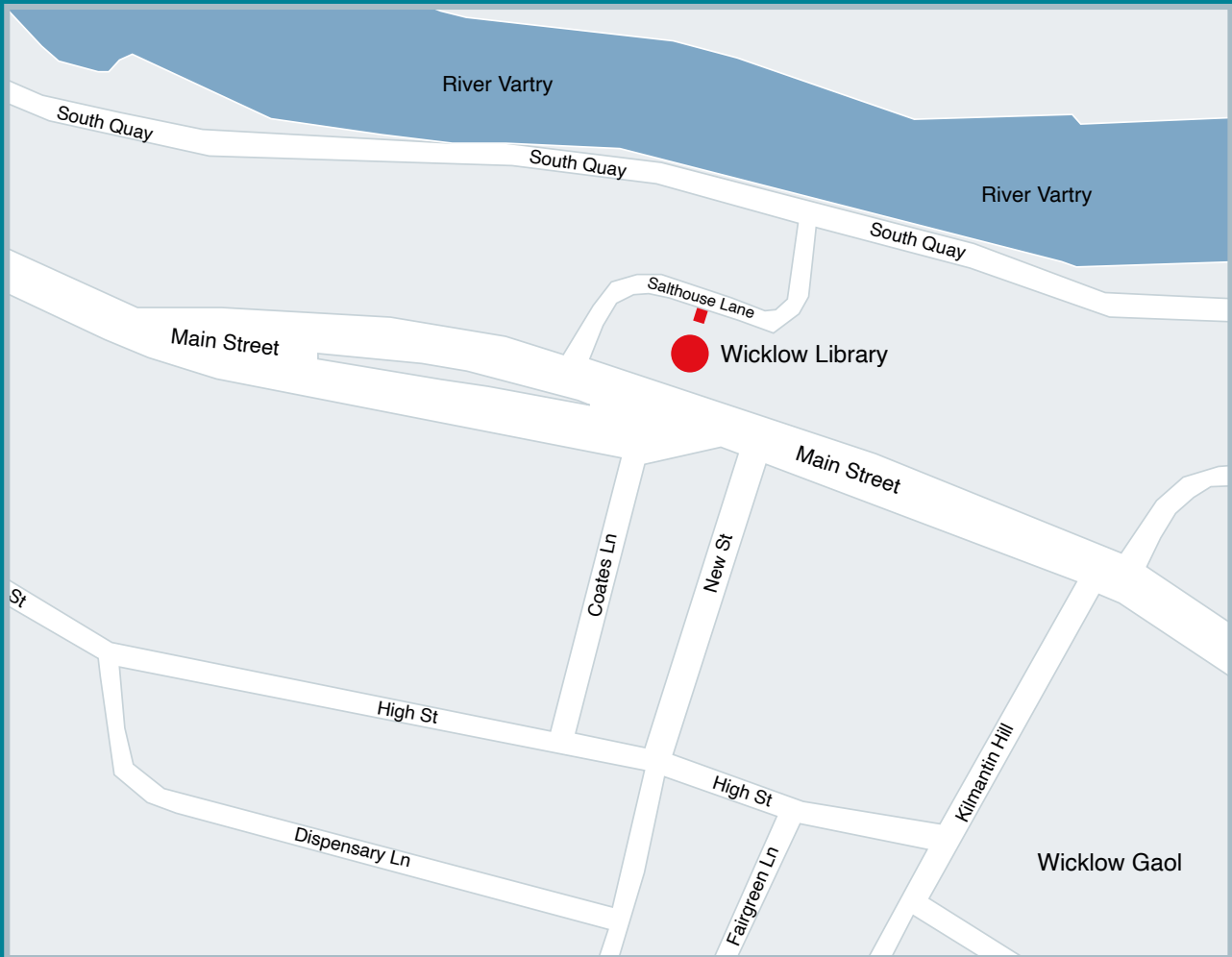
CBA Title:	
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What were the most positive things in my experience of working on this CBA?

What were the main challenges I faced?

What aspects of my learning about my subject did I find most significant/interesting?

What did I learn about the role of the historian in conducting and presenting research?



Gerlanda Maniglia,
Local Studies Librarian
Salthouse Lane,
Wicklow Town, County Wicklow, A67 X504
Wicklowlocalstudies@wicklowcoco.ie
Phone: (087 2683724) (0404) 67025

Visit Wicklow Local Studies web pages at:
www.wicklow.ie/Living/Services/Libraries/Local-Studies

Opening hours are: Mon, Tues, Wed, Fri : 10am to 1pm and
2pm to 5pm. Thurs: 1pm to 5pm and 6pm to 8.30pm.