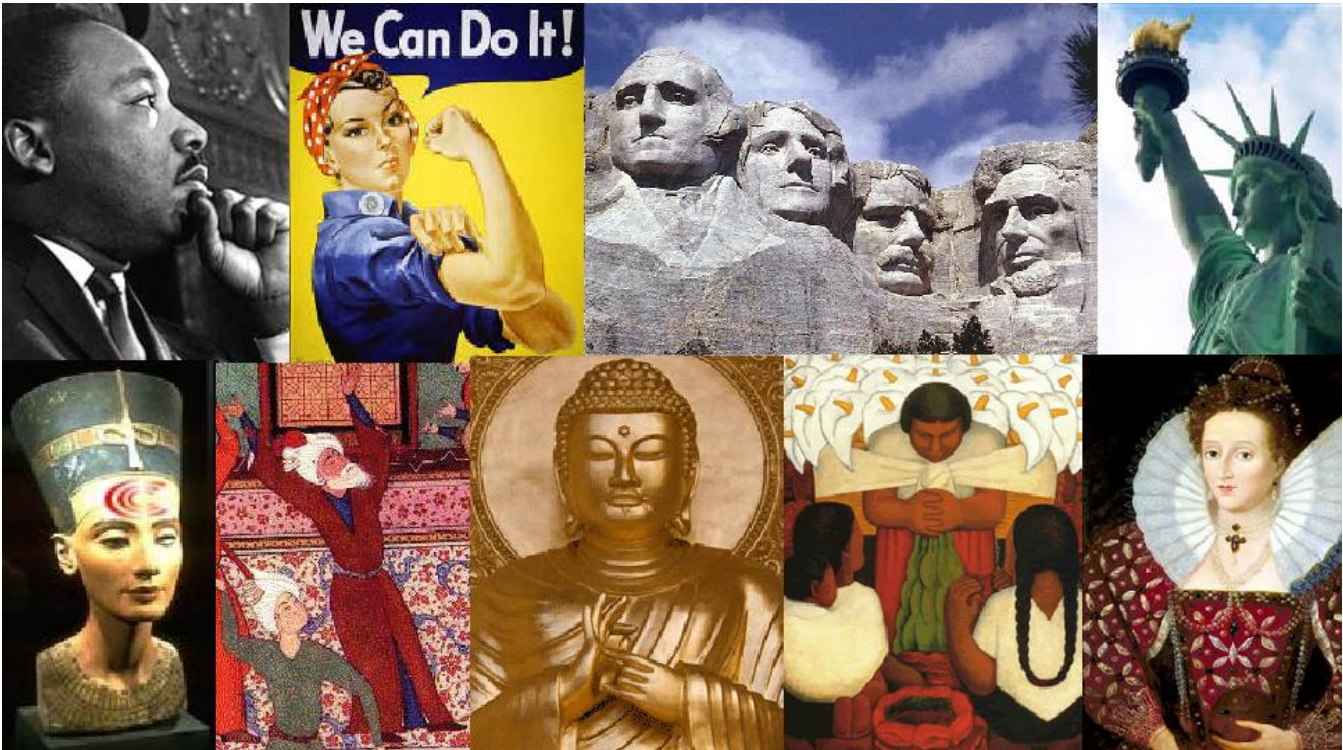


HISTORICAL INVESTIGATION

Name:



Essay titles:

RUSSIA

- In the years 1860 – 1940 the position of the Russian peasant improved significantly. How far do you agree?
- How far was war the driving force for political change (or economic change) in Russia 1856 – 1945?
- How far was fear and terror the main means of controlling the Russian people 1860 – 1940?

RACE RELATIONS IN THE USA

- How far did the position of African Americans in the USA change between 1865 and 1968
- How significant was the role of the federal government (or another factor) in bringing about change in the position and status of African Americans in the years 1865 – 1965

BRITAIN: WOMEN

- How significant was the role of individuals (or another factor) in bringing about change in the position and status of women 1830 – 1928
- In the context of the years 1842 – 1928, to what extent was the achievement of the vote for women in the UK due to the actions of political pressure groups?

Your question

What type of question is it?

Background information: What do you know already / what do you need to find out?

THE BIG PICTURE: Task 1 – Background research on the 100 years – include as much information as you can

SKETCH OUT A TIMELINE OF THE 100 YEARS

You should include key events and individuals – complete on big / A3 paper

Thoughts about your question: Building up your knowledge and fitting it to the question

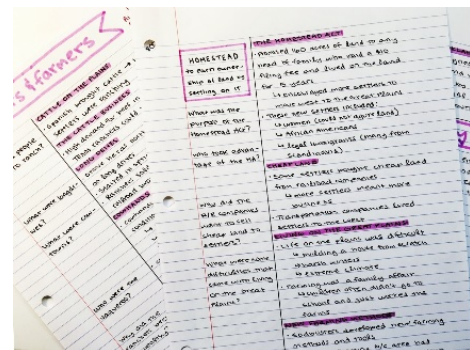
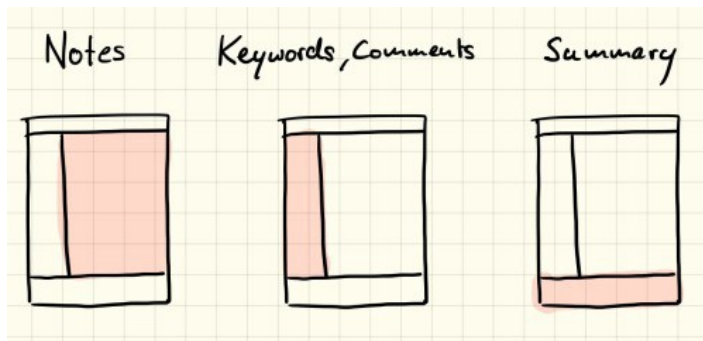
- **Starting your research:**

- Build up your knowledge of the topic by carrying out research.
- You will need to start reading books on the topic – A level standard textbooks are a good starting point.
- There are materials on FROG which you should be able to access
- There is a lot of information on the internet – most is accurate and useful – but take care here!

- Move onto more academic books / articles – written by historians and used by undergraduate students – once you have a good understanding of the topic

Making notes:

- Keep clear records of your research - this means writing notes – by hand.....using **BOOKS!!!!!!**
 - Write notes in either an exercise book or on paper which you keep in a file
 - When you start to look at a book, note its title and author at the top of your notes page
 - Use the margin of your page to write down the page from the book you are on
 - All of this is needed for your footnotes when you write the essay
 - Try and think about what you want to find out before you start reading
- i. Do you just want to know what happened and when?
 - ii. Do you want to find out why something happened?
 - iii. Do you want to know about the impact of an event or an individual – how important they were?
 - iv. Do you want to know if things changed or stayed the same?
 - v. Do you need to find out more about an event or individual?
 - vi. Do you need some evidence to back up a point you want to make?
- The information you collect needs to be accurate and relevant to the question / topic
 - Note down facts and figures – this might be useful evidence
 - Quotes from a book need to be acknowledged – otherwise summarise in your own words
 - Take care with internet resources – anyone can post information... it's not always correct
 - Note down the website you used. If you use google books – treat it like a book not the internet
 - Use FROG. On the NEA section you will find pages of resources and more will be added
 - Remember - making notes does not mean writing down everything the book says try to summarise the key points and ideas – the Cornell method is really useful:



Subject: HISTORY		Date: 8th November
Topic: THE WALL STREET CRASH / DEPRESSION		
QUESTIONS ① WHAT WAS THE EXACT DAY + DATE OF THE CRASH? ② WHO WAS THE AMERICAN PRESIDENT AT THE TIME? ③ HOW LONG DID THE GREAT DEPRESSION LAST? ④ HOW MANY PEOPLE WERE UNEMPLOYED? ⑤ WHAT WERE THE MAIN CAUSES OF THE DEPRESSION? ⑥ WHAT ROLE DID THE BANKS PLAY? ⑦ WHAT WERE THE MAIN CONSEQUENCES? ⑧ HOW MANY PEOPLE DIED AS A DIRECT RESULT OF THE DEPRESSION?	ABBREVIATED NOTES General: • Happened on October 29th 1929 • Called the Great Crash + Stock market crash . • Followed the London Stock Exchange crash . • President HERBERT HOOVER . • Unemployment > 13 million. • People lived in famine conditions . • 1-2 million people travelled to food for wash . • 1929-1941 (12) years. • Economy recovered in 1941 @ Nazi . Causes (6) 1. overproduction - too many goods / not enough people. 2. Too many small Banks \$ will not enough cash. 3. Too much gambling on STOCKS . 4. Crash caused psychological panic to Americans. * impact on AMERICAN STOCKS * 5. USA lent too much cash to Europe. 6. European banks collapsed. \$-E. Consequences (5) - of crash + subsequent depression. 1. Unemployment 2. Decline in industrial production 3. 30% fall in house building 4. Banking system collapsed . 5. People died 110+ others not directly attributed to depression.	    <div style="border: 1px solid black; padding: 5px; display: inline-block;"> 504 ↓ 118 Novels < 25% </div>
SUMMARY • Happened on 29 th Oct 1929 'Black Tuesday' Also: Great Crash / Stock Market Crash • Plunged people into poverty - famine conditions / 13m unemployed • Lasted 12 years - until 1941 (when USA joined second world war) • Causes: Overproduction / small banks / lending to Euro banks + collapse • Consequences: Unemployment, reduced industrial + home building, bank (50 Novels - 10%)		

SUGGESTED RESOURCES / BOOKS

There are materials on FROG as well...

Keep a record of what you do every week and fill in your reading log as you go

Russia

- Russia under Tsarism and Communism 1881 – 1953 by C Corin and T Fiehn
- Russia and the USSR by Stephen Lee
- Stalin and the Cult of Personality by Geoffrey Swain
- From Tsar to Soviets by Christopher Reed
- Alexander II and the emancipation of the serfs by Robert Bideleux
- From Autocracy to Communism, Russia 1894 – 1941 by Michael Lynch
- The Russian Revolution by Anthony Wood
- Alexander III of Russia by W.B. Lincoln History Today Volume 26 Issue 10 October 1976
- The Personality Cult of Stalin in Soviet Posters, 1929–1953, Australian National University
- The Emancipation of the Russian Serfs, 1861 Michael Lynch, History Review Issue 47 December 2003
- Oxford AQA History for A Level: Tsarist and Communist Russia 1855-1964 by Sally Waller
- Tsarist and Communist Russia, 1855-1964 by Hannah Dalton
- Communist Russia Under Lenin and Stalin by Chris Corin and Terry Fiehn
- Years Of Russia and the USSR, 1851-1991 by David Evans and Jane Jenkins

Women

- Access to History: Votes for Women by Paula Bartley
- Edexcel GCE History: Britain C. 1860-1930: The Changing Position of Women and the Suffrage Question. by Rosemary Rees
- Women at War, 1914-18 by Arthur Marwick
- Women's History: Britain, 1850-1945: An Introduction (Women's and Gender History) by June Purvis
- The British Women's Suffrage Campaign, 1866-1928 (Seminar Studies In History) by Prof Harold Smith
- Women's Suffrage: A Short History of a Great Movement by Millicent Garrett Fawcett
- Suffragettes: The Fight for Votes for Women by Joyce Marlow
- Rise Up Women!: The Remarkable Lives of the Suffragettes by Dr Diane Atkinson
- Edexcel A Level History, Paper 3: Protest, agitation and parliamentary reform c1780-1928 by Peter Callaghan and Edward Gillin (chapters on Josephine Butler and The Suffragettes)
- Access to History: Protest, Agitation and Parliamentary Reform in Britain 1780-1928 by Michael Scott-Baumann

Race Relations in the USA

- Heinemann Advanced History: Civil Rights in the USA 1863-1980 By David Paterson
- Civil Rights in America, 1865-1980 by Ron Field
- The Debate on Black Civil Rights in America (Issues in Historiography) by Kevern Verney
- Debating the Civil Rights Movement, 1945-1968 by Steven F. Lawson
- Access to History: Race Relations in the USA 1863-1980 by Vivienne Saunders
- Better Day Coming, Blacks and Equality 1890 – 2000 by Adam Fairclough
- Flagship History – United States 1776–1992: by Derrick Murphy
- Access to History: Civil Rights in the USA 1865–1992 for OCR by Nicholas Fellows and Mike Wells
- OCR A Level History A: Civil Rights in the USA 1865-1992 by David Paterson
- Edexcel A Level History, Paper 3: Civil rights and race relations in the USA, 1850-2009 by Derrick Murphy

Date	What I worked on	What am I planning to do next?	Signed

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Two Interpretations: Must disagree with each other – we are putting together a bank to help you

Name of author and title of article or book	Argument raised - how might you use this in your essay? How does it differ from the views of other historians?	Provenance – can you assess the strengths and weaknesses - time it was written / context, other limitations

Three primary sources: Must be of at least two different types: We are putting together a bank to help you

What is the source?	Content and argument of the source	Provenance of the source	How might you use the source in your essay?

DETAILED PLANNING: Yes / No question

Area of change	Evidence of change	Evidence of no / limited change	SOURCES / INTERPRETATIONS WHICH SUPPORT THIS	JUDGEMENT – HOW IMPORTANT IS THIS FACTOR
Social				
Economic				
Political				

DETAILED PLANNING: Factor question

FACTOR	EVIDENCE IN SUPPORT OF THIS	EVIDENCE AGAINST	SOURCES / INTERPRETATIONS WHICH SUPPORT THIS	JUDGEMENT – HOW IMPORTANT IS THIS FACTOR

Preparing to write your essay

There are sample answers from the exam board of FROG – these will give you an idea of what the examiner is looking for

- Start by thinking about writing a straightforward essay

Factor question:

- i. Introduction – setting out your line of argument
- ii. Then deal with the stated factor
- iii. Alternative factors
- iv. Conclusion

Change / no change question:

- i. Introduction – setting out your line of argument
- ii. Deal with one area of change – evidence for and then against
- iii. Second area of change – evidence for and against
- iv. Final areas of change
- v. Conclusion

- For all essays – remember PEVEXEVEXL approach is essential
- Remember to feed the line of argument through the answer – the Point and Link help you do this
- The historian’s interpretations and sources need to be integrated and fully embedded into the answer.
- Your planning sheet should help you see where they will fit
- Treat the sources exactly as you would in the exam paper
- Treat the interpretations exactly as you would in the exam BUT add some comments on the author to show how valid their argument is – the examples on FROG will show you how this is done
- Be specific with your evidence – make sure you are supporting your argument
- Make sure you explain the significance of the evidence
- Keep the question in mind throughout the answer
- Use exact dates – you must show coverage of the years
- Start writing.....send it to me for checking as you go.....

Coursework Checklist

Point to check	Y/N?	Is this resolved?
Has it introduced the overall context of the time period in question?		
Has it introduced the overall argument?		
Has it introduced your argument?		
Does the argument cover 80-120 years?		
Have you summarised the argument of Historian 1?		
Have you supported this summary with specific quotations?		

	Have you supported this summary with specific events?		
	Have you evaluated the argument overall?		
	Have you summarised the argument of Historian 2?		
	Have you supported this summary with specific quotations?		
	Have you supported this summary with specific events?		
	Have you evaluated the argument overall?		
	Have you assessed the context of Historian 1?		
	Have you assessed the context of Historian 2?		
	Have you compared the two arguments?		
	Have you discussed events/ factors from across the 80-120 years?		
	Have you discussed a range of factors?		
	Have you used specific information (dates/ people/ statistics) for each point made?		
	Does each paragraph start with a topic sentence that links to the argument?		
	Does each paragraph link to other factors/ compare against other factors?		
	Does each paragraph assess the importance of that factor/ event in relation to the central argument?		
	Does each paragraph contain: point, evidence, explanation, evaluation, link?		
	Do you look at the views of other historians to support points?		
	Have you assessed the points of other historians when you have used them?		
	Does each paragraph end in an evaluation of the factor in relation to the argument?		
	Have you used 3 different sources of 2 different types?		
	Have you used these sources to support the points that you are making?		
	Have you looked at the tone of each source?		
	Have you looked at the provenance of each source?		
	Have you looked at the purpose of each source?		
	Have you looked at the audience of each source?		
	Have you looked at the context of each source?		

	Have you come to a conclusion as to how valuable the source is?		
	Have you used this assessment of value to develop your argument?		
	Have you answered the question?		
	Is your conclusion the same as your argument all the way through?		
	Have you assessed change and continuity over time?		
	Are all of your fonts the same?		
	Have you used footnotes throughout?		
	Are all of your footnotes in the same format?		
	Is there a bibliography – title, publisher, date of publication, author		
	Do you have page numbers?		
	Is it in 1.5 spacing?		
	Is it in size 10/11 font?		
	Do you have spaces in between paragraphs?		
	Are the sources and interpretations copied/ scanned / attached at the end		
	Are there typos?		
	Is there a normal margin?		
	Is there an underlined title?		
	Is your name on it?		
	Have you used the personal pronoun? Remove it!		
	Have you used the best vocabulary possible?		
	Have you used connectives?		
	Have you checked that every decade is covered to some extent		
	Have you repeated phrases/ words a lot?		
	Have you printed it out and read it through on paper?		