

M21

As part of your MYP studies, you have explored the global context of identities and relationships. Your teacher has asked you and your classmates to plan an investigation on global interactions in history. The results of your investigation will be used to write an article for the school magazine. You have been given the following statement of inquiry:

SOI - Global interactions cause significant impacts on the identities and relationships of the stakeholders involved.

Q1- 2marks Outline one reason for the creation of one superpower or supra-national institution/organization in history. (2 marks)

Q2- 4 marks Explain how one empire influenced the people over which it ruled.

3a. 2marks Formulate a clear and focused research question to investigate the statement of inquiry.

3b.4 marks. Justify the relevance of your research question to the statement of inquiry: Global interactions cause significant impacts on the identities and relationships of the stakeholders involved.

3c.1mark State one primary source that would be useful for your investigation.

3d. 1 mark State one secondary source that would be useful for your investigation.

3e. 4marks. Choose one of the sources from c or d and explain why it is useful.

4. 8 marks. Evaluate the investigative process carried out by your classmate.



Day 1

- **Came up with a research question:** What were the key reasons for the expansion of European empires in the nineteenth century?
- Started to develop sub-questions.

Day 1

- **Found answers to the following sub-questions:**
 - To what extent did nationalism contribute to the expansion of empires?
 - How did the empires come to an end?
 - What role did the empires play in the start of World War I?

Day 1

- **Conducted research using the following books and articles:**
 - New World Encyclopedia, 2016. "History of the British Empire". (https://www.newworldencyclopedia.org/entry/British_Empire)
 - Wesseling, H. L., 2004. *The European Colonial Empires 1815–1919*. London: Routledge.
 - Hyam R., 2010. *Understanding the British Empire*. Cambridge: Cambridge University Press.
- **Reviewed findings and wrote first draft of the magazine article.**

Day 1

- **Revised findings with additional research:**
 - Darwin, J., 2009. *The Empire Project: The Rise and Fall of the British World System 1830–1970*. Cambridge: Cambridge University Press.
 - Perras, A., 2006. *Carl Peters and German Imperialism 1856–1918: A Political Bibliography*. Oxford: Clarendon Press.
 - Evans, R. J. W., 2006. *Austria, Hungary, and the Habsburgs*. Oxford: Oxford University Press.
- **Updated the magazine article with references and bibliography.**
- **Completed reflection of the investigation process.**

5.18 marks. Imagine that you are a politician living during a time of industrialization in a country of your choice and that you are campaigning for the next election.

Write a commentary for a political magazine to explain your point of view regarding the positive and negative aspects of industrialization.

Your commentary should be written for the general population.

In your commentary:

- include a relevant title
- refer to one period of industrialization in history
- consider the important issues relating to industrialization as shown in Source A and/or your MYP History studies.

6a 1 mark. State the origin of Source B.

6b – 1 mark. State the purpose of Source B. (1 mark)

6c – 4 marks. With reference to the origin or purpose, **explain** one value or one limitation of Source B for a student researching the WTO protests in Seattle.

Question 7- 6marks. Compare and contrast Source C and Source D in terms of their usefulness in studying protest movements.

Question 8 -24 marks- To what extent do you agree that gaining support from different groups in society is the most important factor in making sure a protest movement is successful?

In a well-structured essay, you should:

refer to at least one social protest movement from your MYP studies

consider at least two other factors that could lead to a successful protest movement, such as:

o methods used: (violent vs. non-violent, for example)

o the cause being protested about

o The time period in which the protest takes place – 6 marks. Compare and contrast Source C and Source D in terms of their usefulness in studying protest movements.