

Mexican Revolution
Historical Investigation
16-17

Context

Next year, you will be required to write an IB Historical Investigation of some topic you have studied in your IHS History classes during the Junior and Senior year. For those of you that are pursuing the full diploma or who are testing in History, this will be part of your overall IB History grade. It is the Internal Assessment for History.

In preparation for this task, you will write a paper in this exact format as a final assessment of the Mexican Revolution unit. Within the area of the Mexican Revolution, you have your choice of a great many topics, and I have included a list of some examples in this packet. You do not need to limit your investigation to these topics alone.

The Work

You will conduct a historical investigation of a question of your choosing from the Mexican Revolution. You will research and gather appropriate scholarly sources, and analyze 2 of these in-depth with regard to their origin, purpose, content, value and limitation. And, you will reflect on what you learned about the methods used by, and challenges facing, the historian. The final product will be a paper of about 2,000 words. The limit is 2,200 words.

Assessment

Your Historical Investigation will be assessed using the IB Mark Scheme for the Internal Assessment (25 Marks total). In addition to this, you will be assessed along the way on adherence to deadlines, peer editing, and timely submission.

| Due: | Description | Points |
|------|-----------------------------------|---------|
| | Rough Draft (Minimum 1,500 words) | ___/ 15 |
| | Peer editing | ___/ 10 |
| | Final Draft (Minimum 1,800 words) | ___/ 10 |
| | IB Assessment Score | ___/ 25 |
| | Total Score: | ___/ 60 |

IB History of the Americas – Mexican Revolution Essay Topics

- 1) TWE was the Mexican Revolution a true social revolution?
- 2) TWE was the Mexican Revolution a true economic revolution?
- 3) TWE was the Mexican Revolution a true political revolution?
- 4) Who can be considered the father of the Mexican Revolution?
- 5) Why did the Mexican Revolution last so long?
- 6) Compare and contrast the aims of Pancho Villa and Emiliano Zapata in the Mexican Revolution (1910-1923).
- 7) How successful and how lasting was the influence of Zapata on the revolution?
- 8) How successful and how lasting was the influence of Villa on the revolution?
- 9) "At times a rebel against injustice, at times an undirected destructive force, but Pancho Villa was always a national hero." To what extent do you agree with this statement?
- 10) What were the aims of the leaders of the Mexican Revolution? How far had these aims been achieved by 1940? : Madero
- 11) What were the aims of the leaders of the Mexican Revolution? How far had these aims been achieved by 1940? : Calles
- 12) What were the aims of the leaders of the Mexican Revolution? How far had these aims been achieved by 1940? : Obregon
- 13) What were the aims of the leaders of the Mexican Revolution? How far had these aims been achieved by 1940? : Cardenas
- 14) What were the aims of the leaders of the Mexican Revolution? How far had these aims been achieved by 1940? : Carranza
- 15) "Lázaro Cárdenas' rule (1934-1940) renewed the ideals of the Mexican Revolution." To what extent do you agree with this statement?
- 16) Analyse the influence of the Mexican Revolution on the arts (or art on the revolution): Siquieros.
- 17) Analyse the influence of the Mexican Revolution on the arts (or art on the revolution): Orozco.
- 18) Analyse the influence of the Mexican Revolution on the arts (or art on the revolution): Rivera,
- 19) Analyse the influence of the Mexican Revolution on the arts (or art on the revolution): Kahlo
- 20) Land Reform: pro.
- 21) Land Reform: anti
- 22) Control of natural resources
- 23) Role of religion, Catholic Church
- 24) Labor relations (CROM)/Role of Labor
- 25) Women's rights/gender issues: Maria "Cuca" García
- 26) Women's rights/gender issues: Roles of Elena Torres
- 27) Las soldaderas
- 28) Relationship w/U.S., foreign powers
- 29) Cristero Rebellion
- 30) Anticlericalism
- 31) Frida
- 32) Communist influence (Leon Trotsky (??))
- 33) Germany's role.
- 34) U.S. role.
- 35) Foreign capital
- 36) *The Power and the Glory*, the Graham Greene novel as a historical source) not just factual accuracy but the larger truth that fiction can represent.

Internal assessment details—SL and HL

Historical investigation

Duration: 20 hours

Weighting: 25% SL, 20% HL

Students at both SL and HL are required to complete a historical investigation into a **topic of their choice**. The historical investigation is made of up three sections.



Figure 8
Historical investigation

Students have a free choice of topic for their historical investigation—the topic need not be related to the syllabus, and students should be encouraged to use their own initiative when deciding on a topic. However, the topic must be historical, and therefore **cannot be on an event that has happened in the last 10 years**.

Students should choose their own topic, with their teacher's guidance and approval. Teachers must approve the topic and question for investigation before work is started. It is crucial that there are sufficient sources to support the investigation, and that the investigation can be assessed by the criteria for internal assessment. Teachers must also make students aware of any relevant ethical considerations when undertaking their investigation, for example, the need to show sensitivity or to respect confidentiality.

The investigation is an opportunity for students to demonstrate the application of their skills and knowledge to a historical topic of their choice. The emphasis must be on a specific historical inquiry that enables the student to develop and apply the skills of a historian by selecting and analysing a range of source material and considering diverse perspectives. The activity demands that students search for, select, evaluate and use evidence to reach a relevant conclusion consistent with the evidence and arguments that have been put forward.

Section 1: Identification and evaluation of sources

This section requires students to analyse in detail **two** of the sources that they will use in their investigation. The sources can be either primary or secondary sources. In this section students must:

- clearly state the question they have chosen to investigate (this must be stated as a question)
- include a brief explanation of the nature of the two sources they have selected for detailed analysis, including an explanation of their relevance to the investigation
- analyse two sources in detail. With reference to the origins, purpose and content, the student should analyse the value and limitations of the two sources in relation to the investigation.

A crucial element of this section of the internal assessment task is formulating an appropriate question to investigate. The six key concepts for the history course (causation, consequence, continuity, change, significance and perspectives) can be a very useful starting point in helping students to formulate a question.

Bibliography

A bibliography and clear referencing of all sources **must** be included with every investigation, but these are not included in the overall word count.

Word limit

The word limit for the historical investigation is 2,200 words. A bibliography and clear referencing of all sources **must** be included in the investigation, but are not included in the overall word count.

Below are suggested word allocations for each section of the historical investigation. Please note that these word allocations are suggestions only.

| Section | Suggested word allocation | Associated assessment criteria | Marks |
|---|---------------------------|---|------------------------|
| 1. Identification and evaluation of sources | 500 | A. Identification and evaluation of sources | 6 marks |
| 2. Investigation | 1,300 | B. Investigation | 15 marks |
| 3. Reflection | 400 | C. Reflection | 4 marks |
| Bibliography | Not applicable | Not applicable | Not applicable |
| Total (maximum word limit) | 2,200 words | | Total: 25 marks |

Further guidance

Additional guidance on the internal assessment task can be found in the *History teacher support material*.

Internal assessment criteria—SL and HL

The historical investigation for both SL and HL is assessed against three criteria.

- Criterion A: Identification and evaluation of sources (6 marks)
- Criterion B: Investigation (15 marks)
- Criterion C: Reflection (4 marks)

Internal assessment criteria (SL and HL)

Criterion A: Identification and evaluation of sources (6 marks)

| Marks | Level descriptor |
|-------|---|
| 0 | The work does not reach a standard described by the descriptors below. |
| 1–2 | The question for investigation has been stated. The student has identified and selected appropriate sources, but there is little or no explanation of the relevance of the sources to the investigation. The response describes, but does not analyse or evaluate, two of the sources. |
| 3–4 | An appropriate question for investigation has been stated. The student has identified and selected appropriate sources, and there is some explanation of the relevance of the sources to the investigation. There is some analysis and evaluation of two sources, but reference to their value and limitations is limited. |
| 5–6 | An appropriate question for investigation has been clearly stated. The student has identified and selected appropriate and relevant sources, and there is a clear explanation of the relevance of the sources to the investigation. There is a detailed analysis and evaluation of two sources with explicit discussion of the value and limitations of two of the sources for the investigation, with reference to the origins, purpose and content of the two sources. |

Criterion C: Reflection (4 marks)

| Marks | Level descriptor |
|-------|--|
| 0 | The work does not reach a standard described by the descriptors below. |
| 1-2 | <p>The reflection contains some discussion of what the investigation highlighted to the student about the methods used by the historian.</p> <p>The reflection demonstrates little awareness of the challenges facing the historian and/or the limitations of the methods used by the historian.</p> <p>The connection between the reflection and the rest of the investigation is implied, but is not explicit.</p> |
| 3-4 | <p>The reflection is clearly focused on what the investigation highlighted to the student about the methods used by the historian</p> <p>The reflection demonstrates clear awareness of challenges facing the historian and/or limitations of the methods used by the historian.</p> <p>There is a clear and explicit connection between the reflection and the rest of the investigation.</p> |