Research Tips
Year 8 History

Japanese picture scroll (Emakimono)
Significance of an individual in shogunate Japan
PART 1 OF WHAT I HAVE TO DO: MY ASSIGNMENT

Create a **Japanese picture scroll** – an emakimono which explains the significance of an individual, incorporating key influences on his/her life and major impacts he/she had on wider society.

Your scroll should roll from right to left in the fashion of Japanese emakimono and be illustrated by hand or with digital images. Written text (descriptions and explanations) should accompany your illustrations. Both the illustrations and the text must be based on and include historical facts, terms and concepts, and incorporate historically accurate images and symbols. (?Sure what this means?)

PART 2 OF WHAT I HAVE TO DO: MY RESEARCH RECORD

1/ Think about what I need to do and answer these questions.

Provide evidence of your research journey by producing a record of research (by hand or electronic). Here you need to demonstrate that you have developed questions to frame your inquiry and selected, organised and analysed information from a range of primary and secondary sources on which to base your scroll and narration.

2/ Get my information from a range of places and organise the notes I make.

CONDITIONS

- 500-600 words
- Bibliography – minimum of five (5) reliable sources
- Record of research
- Seven class lessons for research and production
<table>
<thead>
<tr>
<th>UNDERSTANDING</th>
<th>Task-specific assessable elements</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical knowledge &amp; understanding</td>
<td>Demonstrates knowledge &amp; understanding of significance &amp; cause and effect</td>
<td>Demonstrates a comprehensive and thorough knowledge and understanding of:</td>
<td>Demonstrates a thorough knowledge and understanding of:</td>
<td>Demonstrates a sound knowledge and understanding of:</td>
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<tr>
<td></td>
<td></td>
<td>- significance of individual</td>
<td>- significance of individual</td>
<td>- significance of individual</td>
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<td></td>
<td></td>
<td>- key life influences and impacts of individual on wider society</td>
<td>- key life influences and impacts of individual on wider society</td>
<td>- key life influences and impacts of individual on wider society</td>
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<table>
<thead>
<tr>
<th>SKILLS</th>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questioning &amp; researching</td>
<td>Develops questions &amp; locates sources in a record of research</td>
<td>Develops discerning research questions (key and sub) to direct a historical inquiry</td>
<td>Develops valid research questions (key and sub) to inform a historical inquiry</td>
<td>Develops questions (key and sub) to frame a historical inquiry, makes reference to these during a historical inquiry</td>
</tr>
<tr>
<td></td>
<td>Identifies and locates a range of relevant and reliable primary and secondary sources in a record of research</td>
<td>Identifies and locates relevant and mostly reliable primary and secondary sources in a record of research</td>
<td>Identifies and locates useful secondary sources in a record of research</td>
<td></td>
</tr>
</tbody>
</table>

| Analysing & interpreting | Analyses, selects & organises information in a record of research & scroll | Effectively analyses, selects and organises relevant information from sources to use as evidence to answer inquiry questions in a picture scroll and record of research | Analyses, selects and organises relevant information to use as evidence from sources to answer inquiry questions in a picture scroll and record of research | Analyses, selects and organises information from sources to use as evidence to answer inquiry questions in a picture scroll and record of research |

| Communicating | Communicates findings in scroll using historical terms & concepts, & acknowledges sources | Communicates clearly and purposefully using visual sources and written text (descriptive and explanatory) that meaningfully incorporate historical terms and concepts | Communicates effectively using visual sources and written text (descriptive and explanatory) that appropriately incorporates historical terms and concepts | Communicates using visual sources and written text (descriptive and explanatory) that uses some historical terms and concepts |
| | | Accurately acknowledges sources in a bibliography using a recognised referencing system | Acknowledges sources in a bibliography using a recognised referencing system | Acknowledges sources in a bibliography |

- visual sources
- written text
- historical terms
- some historical terms
- descriptive and explanatory
- bibliography
Developing questions AND key words for searching

• **Good Questions**
  – Once you’ve chosen the person you want to research, look at the Task Sheet again and think about what you need to find out
    • These questions and sub-questions will be written into your “Student Record of Research”
    • Your key questions and sub-questions will contain “key words” that you can use for good searching

• **Key Words**
  – Identifying good research terms, known as ‘keywords’, will help you locate relevant information.
  – Begin with general search terms (see your Key Questions) then use more specific terms (see your sub-questions)
    • New sub-questions and key words will come up all time as you research
    • When you combine key words these are called “search strings.”
    • Eg: “Toyotomi _Hideyoshi ” biography
    • Eg: “Toyotomi _Hideyoshi ” (life OR biography)
    • Eg: ““Toyotomi _Hideyoshi ” (importance OR achievements)
STUDENT: KEY QUESTION 1
Who was ____________________?

<table>
<thead>
<tr>
<th>Some things I need to find out : my sub-questions</th>
<th>How do I search for information?</th>
<th>What images might I use here and what do I search for?</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td>i.</td>
<td>i.</td>
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</tbody>
</table>
### STUDENT: KEY QUESTION 2
What were key influences on this individual’s life?

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<tbody>
<tr>
<td>i.</td>
<td>i.</td>
<td>i.</td>
</tr>
</tbody>
</table>
**STUDENT: KEY QUESTION 3:**
What were the significant achievements of this individual?

<table>
<thead>
<tr>
<th>Some things I need to find out: my sub-questions (What, When, Where, Why important)</th>
<th>How do I search for information?</th>
<th>What images might I use here and what do I search for?</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td>i.</td>
<td>i.</td>
</tr>
</tbody>
</table>
**STUDENT: KEY QUESTION 4:**
What were the impacts (legacy) of this individual on wider society?

<table>
<thead>
<tr>
<th>Some things I need to find out: my sub-questions (What, When, Where, Why important)</th>
<th>How do I search for information?</th>
<th>What images might I use here and what do I search for?</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td>i.</td>
<td>i.</td>
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</tbody>
</table>
Where do I go to find my information?

- **Books**
  - 532 is the area for Japanese History: there are some great books on Samurai leaders here.
  - Mr Boxall has taken these off the shelf already for you.

- **Search Engines**
  - ‘Google’ it or use another search engine from your Online Library: [http://resources.cabooltureshs.eq.edu.au/Library/index.php/search-central.html](http://resources.cabooltureshs.eq.edu.au/Library/index.php/search-central.html)
    - Use the key words and search strings you’ve created and don’t forget use Google’s “Advanced’ search

  - Wikipedia should NEVER be used as your only source of information BUT it is a good start.
  - One of the most useful aspects of Wikipedia are the links at the bottom of the article.
  - You can also search for your chosen individual in Wikipedia: Eg: Toyotomi _Hideyoshi_ [http://en.wikipedia.org/wiki/Toyotomi_Hideyoshi](http://en.wikipedia.org/wiki/Toyotomi_Hideyoshi) (Note “prominent people” down the bottom)
  - There is also an easy version of Wikipedia if you need it but it has much less detail: [http://simple.wikipedia.org/wiki/Main_Page](http://simple.wikipedia.org/wiki/Main_Page)

- **Some specific websites** (To do with the Shogun empire and samurai leaders)
Toyotomi Hideyoshi

From Wikipedia, the free encyclopedia

"Hideyoshi" redirects here. For the given name, see Hideyoshi (given name).

In this Japanese name, the family name is "Toyotomi".

Toyotomi Hideyoshi (豊臣 秀吉), February 2, 1538 or March 26, 1537 – September second "great unifier." He succeeded his former liege lord, Oda Nobunaga, and castle. After his death, his young son was displaced by Tokugawa Ieyasu.

Hideyoshi is noted for a number of cultural legacies, including the restriction that standing today in Kyoto. Hideyoshi played an important role in the history of Christ.

Contents [hide]

1 Early life
2 Rise to power
3 Pinnacle of power
4 Decline and death
5 Cultural legacy
6 Names
7 Wives, consorts, and concubines
8 Children
9 In popular culture
10 See also
11 Notes
12 References
13 External links

See also

- People of the Sengoku period in popular culture#Toyotomi Hideyoshi
- Tokugawa Ieyasu

Notes

What do I do with my information?

• Put the information you collect into the ‘notes’ section of your “Student Record of Research”
  – Make sure your notes answer the Key Question and sub-questions of each section
  – Don’t copy and paste big chunks of info: just keep the main ideas and put things in your own words

My notes to answer Key Question 1 and sub-questions

- Toyotomi Hideyoshi (豊臣秀吉?, February 2, 1536 or March 26, 1537 – September 18, 1598) was a preeminent daimyo, warrior, general and politician of the Sengoku period[1] who is regarded as Japan's second “great unifier

- Toyotomi Hideyoshi was born either in 1536 or 1537 and died in 1598
- He was a very important leader, warrior, general and politician
- He brought Japan together at this time
Referencing your work

• What is referencing?
  – Referencing is a standardised way of acknowledging the sources of information and ideas that you have used in your assignment.

• Why reference?
  – Referencing is important because:
    • plagiarism (i.e. copying someone’s work word for word without acknowledgement) is avoided
    • academic weight is given to your work
    • the reader is able to follow up what you have written.

• How do I reference?
  – Use the Online Referencing Generator (Online Library>School Help>Referencing): it’s fantastic!
  – Create the citation and put it directly into your “Student Record of Research”

Where I got my info and pictures from (Go to Referencing Generator: http://resources.cabooltureshs.eq.edu.au/Library/index.php/school-help/referencing-help.html)

The good news: it’s easy!

- Page 15 – 18 of Homework Diary
- In all the rooms of the library
- From your school’s “Online Library”
- [www.cabooltureshs.eq.edu.au](http://www.cabooltureshs.eq.edu.au) then click on Online Library link
An interactive way students do their best learning.

Generally, the library is open from 8.15 am to 4.00 pm, Monday to Friday. We will open our doors earlier, and close later, by arrangement with the librarian.
Online Referencing Generator

Referencing using the Harvard Author-Date System

Website with author

Reference list example


Fill in the following fields. Use the examples given as a guide.

<table>
<thead>
<tr>
<th>Family name</th>
<th>First name or initial</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
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<th>Title of article</th>
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<tr>
<td>2008</td>
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<table>
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<tr>
<th>Name of sponsor</th>
<th>Date accessed</th>
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<tbody>
<tr>
<td>The Samurai Archives</td>
<td>24 April 2013</td>
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<tr>
<td><a href="http://www.samurai-archives.com/hideyoshi.html">http://www.samurai-archives.com/hideyoshi.html</a></td>
</tr>
</tbody>
</table>

Create citation

Your citation. Select, copy and paste it into your document.


Note: Arrange references in alphabetical order by the first word, which is usually an author's last or family name. Ignore A, An or The as first words of a title for the list order.