



HIS 200 Module Eight Short Response Guidelines and Rubric

Overview: The short response activities in the webtext throughout this course are designed to show your understanding of key concepts as you engage with course content.

Prompt: During the eighth week of the course, you will respond to several questions in the webtext as you complete each learning block. At the end of Module Eight, you will review your answers to these questions and ensure that you have responded to each question. It is important that you answer each question; otherwise, the words “[no response]” will appear in brackets when you submit the assignment. The questions and their original locations in the webtext are listed in this table in case you want to refer back to the reading as you edit, but you can edit your responses to all the questions directly in **Module Eight:**

Thinking About History, continued, learning block 8-4 (page 3) in the webtext, before exporting to Word for submission to your instructor in your learning environment.

Module Eight: Thinking About History, continued, Learning Block 8-1 (page 1):

- **Question 1:** Consider the following statement: *The support of non-Native Alaskans was an important factor leading to the settlement of Alaska Native land claims.* Is this conclusion consistent with the evidence presented in this learning block? Answer Yes or No, and then explain your choice in one or two sentences.
- **Question 2:** Consider the following statement: *ANCSA was a fair settlement for Alaska Natives.* Is this conclusion consistent with the evidence presented in this learning block? Answer Yes or No, and then explain your choice in one or two sentences.
- **Question 3:** Consider the following statement: *ANCSA led to economic benefits for white Alaskans as well as for Natives.* Is this conclusion consistent with the evidence presented in this learning block? Answer Yes or No, and then explain your choice in one or two sentences.

Module Eight: Thinking About History, continued, Learning Block 8-2 (page 2):

- **Question 4:** *For an American literature course:* What skills from this course would you use to develop a brief essay on the significance of Walt Whitman’s “When Lilacs Last in the Dooryard Bloom’d,” a poem written in the summer of 1865?
- **Question 5:** *For a sociology course:* What skills from this course would you use to produce an annotated bibliography for your course research project?
- **Question 6:** *For a business course:* What skills from this course would you use to decide between two different investment proposals?

Module Eight: Thinking About History, continued, Learning Block 8-3 (page 2):

- **Question 7:** How can history serve as a lens for the rest of the academic program you will pursue at SNHU? Has this course changed the way you think about what you want to study? Why or why not?

Module Eight: Thinking About History, continued, Learning Block 8-4 (page 2):

- **Question 8:** What did you learn about one of these topics or historical events that was new or surprising to you? Explain in at least two to three sentences.
- **Question 9:** In one paragraph, explain which parts of your historical investigation and analysis were most interesting to you. Which parts were less interesting?

Rubric

Guidelines for Submission: Your responses to Questions 1, 2, and 3 should be 1–2 sentences in length. Your responses to Questions 4, 5, 6, 7, and 8 should be 2–3 sentences in length. Your response to Question 9 should be 1 paragraph in length. Follow the instructions at the bottom of **Module Eight: Thinking About History, continued, learning block 8-4 (page 3)**, to download your work and submit it to your instructor as a single Microsoft Word document uploaded to your learning environment. Refer to the [Submitting Webtext Assignments Guide](#) for assistance on downloading, saving, and submitting this assignment.

Critical Elements	Exemplary	Proficient	Needs Improvement	Not Evident	Value
Engagement	Written responses completely address all short answer prompts (100%)	Written responses completely address the majority of short answer prompts (85%)	Written responses address the minority of short answer prompts (55%)	No written responses provided to address any short answer prompts (0%)	30
Relevance		Written responses directly address short answer prompts, drawing from presented course concepts and terminology (100%)	Written responses are topically related to short answer prompts, but responses do not consistently draw from presented course concepts and terminology (85%)	Written responses do not address topics identified in short answer prompts (0%)	20
Accuracy	Written responses are completely accurate (100%)	Written responses contain minor errors but are mostly accurate (85%)	Written responses contain major errors (55%)	No written responses are provided (0%)	20
Critical Thinking		Written responses demonstrate understanding of course content through inclusion of original ideas and examples (100%)	Written responses demonstrate understanding of course content through reiteration of provided materials, but do not consistently include original ideas and examples (85%)	Written responses do not reflect original ideas and examples (0%)	20
Articulation of Response		Written responses are captured in complete sentences without grammatical errors impacting legibility and the clarity of response (100%)	Written responses are captured in incomplete sentences or include numerous grammatical errors that negatively impact legibility and the clarity of response (85%)	No written responses are captured in complete sentences (0%)	10
Total					100%