

HIS 200 Module Four 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 fourth week of the course, you will respond to several questions in the webtext as you complete each learning block. At the end of Module Four, 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 Four: Communicating Historical Ideas, continued, learning block 4-4 (page 2) in the webtext, before exporting to Word for submission to your instructor in your learning environment.**

Module Four: Communicating Historical Ideas, continued, Learning Block 4-2 (pages 2–3):

- **Question 1:** Consider the examples of different audiences below. For each one, describe how you would adjust your writing for that particular audience
 1. Your best friend
 2. People reading a newspaper editorial you have written
 3. Your professor
 4. The audience at a conference where you are presenting
- **Question 2:** Consider how your audience might influence the information you include in a historical analysis essay about the women’s suffrage movement. What audience would be most interested in reading about the women’s movement? How would you tailor your presentation to that audience? What message would be most appropriate for this audience?
- **Question 3:** Let’s say the intended audience for your historical analysis essay about the legal battle for women’s suffrage is a group of civil rights lawyers. How would you explain the legal background of the Constitution and the Nineteenth Amendment? How would this approach compare with and contrast to an audience of high school students?

Module Four: Communicating Historical Ideas, continued, Learning Block 4-3 (pages 1–2):

- **Question 4:** Was President Kennedy’s decision to support the Equal Rights Amendment a necessary cause for the amendment’s passage by Congress?
- **Question 5:** Was the social tumult of the 1960s a necessary cause of the women’s liberation movement?
- **Question 6:** *Simone de Beauvoir was the intellectual founder of the women’s liberation movement.* Tailor this thesis statement into a message suitable for an audience of high-school history students.
- **Question 7:** *The women’s movement’s focus on issues related to sexual freedom, including reproductive rights, galvanized support among younger women but alienated many older, more conservative women.* Tailor this message for an audience consisting of students in a women’s studies class.

Rubric

Guidelines for Submission: Your response to Question 1 should be 4–6 sentences in length. Your response to Question 2 should be 2–3 sentences in length. Your responses to Questions 4 and 5 should be 1–2 sentences in length. Your responses to Questions 6 and 7 should be 2 sentences in length. Follow the instructions at the bottom of **Module Four: Communicating Historical Ideas, continued, learning block 4-4 (page 2) in the webtext**, 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%