

## HIS 200 Module One 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 first week of the course, you will respond to several questions in the webtext as you complete each learning block. At the end of Module One, 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 One:**

**Approaches to History, learning block 1-4 (page 4) in the webtext,** before exporting to Word for submission to your instructor in the learning environment.

### Module One: Approaches to History, Learning Block 1-2 (page 3):

- **Question 1:** In the following scenario, which historical lens is being applied? Why do you think so? *The influx of unskilled Irish immigrants into New York City in the 1840s and early 1850s drives down wages for other workers at the low end of the salary ladder.*
- **Question 2:** In the following scenario, which historical lens is being applied? Why do you think so? *In 1908, Aram Pothier, an immigrant from Quebec, is elected governor of Rhode Island with strong support from the Québécois community.*
- **Question 3:** In the following scenario, which historical lens is being applied? Why do you think so? *Irish immigrants and first-generation Irish-Americans come to dominate the hierarchy of the American Catholic Church in the late nineteenth century.*
- **Question 4:** In the following scenario, which historical lens is being applied? Why do you think so? *Immigration to the United States comes to be seen as a “rite of passage” for young Québécois women in the early twentieth century.*

### Module One: Approaches to History, Learning Block 1-3 (page 4):

- **Question 5:** If you had to write a paper on the Lincoln assassination, what would you like to know more about? Create three research questions that would be appropriate for a historical analysis essay, keeping in mind the characteristics of a critical research question. The three questions can be related, or they can address different aspects of the topic.
- **Question 6:** If you had to write a paper on Title IX, what would you like to know more about? Create three research questions that would be appropriate for a historical analysis essay, keeping in mind the characteristics of a critical research question. The three questions can be related, or they can address different aspects of the topic.

### Module One: Approaches to History, Learning Block 1-4 (page 3):

- **Question 7:** Write a research question that addresses the Irish immigrant experience through the lens of political history.
- **Question 8:** Write a research question that addresses the Irish immigrant experience through the lens of economic history.

### Rubric

**Guidelines for Submission:** Each short response should be between 1 and 2 sentences in length. Follow the instructions at the bottom of **Module One: Approaches to History, learning block 1-4 (page 4) in the webtext**, to download your work and submit it to your instructor as a single Microsoft Word document uploaded in the 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
<b>Engagement</b>	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
<b>Relevance</b>		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
<b>Accuracy</b>	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
<b>Critical Thinking</b>		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
<b>Articulation of Response</b>		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
<b>Total</b>					<b>100%</b>