

## HIS 200 Module Three 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 third week of the course, you will respond to several questions in the webtext as you complete each learning block. At the end of Module Three, 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 Three: Communicating Historical Ideas, learning block 3-4 (page 3) in the webtext**, before exporting to Word for submission to your instructor in your learning environment.

### Module Three: Communicating Historical Ideas, Learning Block 3-1 (page 1):

- **Question 1:** What types of sources could be used to research the economic impact of the women’s movement? What about for its social impact? Develop relevant search terms.

### Module Three: Communicating Historical Ideas, Learning Block 3-1 (page 3):

- **Question 2:** Congress held its final vote to approve the Nineteenth Amendment on June 4, 1919. Was this a *necessary* or a *contributory* cause of the success of the women’s suffrage movement?
- **Question 3:** The National American Woman Suffrage Association supported the U.S. decision to enter World War I and publicly encouraged women to support the war effort. Was this a *necessary* or a *contributory* cause of the success of the women’s suffrage movement?

### Module Three: Communicating Historical Ideas, Learning Block 3-2 (pages 2–3):

- **Question 4:** Look at this website for information about women’s suffrage at the Library of Congress: [Women’s Suffrage](#). Using the A.R.I.A. criteria, answer the following questions:
  1. What is the purpose of this website? Is the information on this website easy to locate?
  2. Can you use a search box or a navigational menu? How reliable and current is the information presented?
  3. Would this website be appropriate to use in a research paper?
- **Question 5:** Look at this website about the Paycheck Fairness Act: [Equal Pay for Equal Work](#). Using the A.R.I.A. criteria, answer the following questions:
  1. Who sponsors this website?
  2. Is it easy to navigate and find information?
  3. Is it modern looking?
  4. How current and accurate is the information on the website?
  5. Does it promote a specific opinion or point of view?
  6. Would this website be appropriate to use in a research paper?

- **Question 6: Accuracy:** Are references provided? Does the reference list include other scholarly sources?
  - **Relevancy:** Would this article be useful for a paper examining the similarities between political sentiment in states that granted women the right to vote before the Nineteenth Amendment? Would it be useful in an essay focusing on the National Woman Suffrage Association (NWSA), an activist group based in New York that was dedicated to nationwide woman suffrage?
  - **Intent:** What is the point of this article? Is the author making an argument?
  - **Authoritativeness:** What are the author's credentials? What about the publication's?

**Module Three: Communicating Historical Ideas, Learning Block 3-3 (page 1):**

- **Question 7:** Building on the keywords you identified in **Modules One and Two** and the research of secondary sources you have done so far, what subjects, events, people, and time period are related to the topic you have chosen for your historical analysis essay? Identifying these pieces will be useful as you search the primary-source databases.

**Module Three: Communicating Historical Ideas, Learning Block 3-3 (page 3):**

- **Question 8:**
  1. Who (either a single person or an organization) created this poster? Why did this person or organization write it?
  2. Who is the intended audience? What methods does the creator(s) use to target this audience? How might the intended audience have encountered this poster?
- **Question 9:**
  1. Can you detect any biases in this source? What words does the creator use that might point to his or her biases or assumptions?
  2. What biases might you bring to your interpretation of the source?

### Rubric

**Guidelines for Submission:** Your response to Questions 1, 2, 3, 6, 7, 8 and 9 should be between 2 and 3 sentences in length. Your responses to Questions 4 and 5 should be 1 to 2 paragraphs in length. Follow the instructions at the bottom of **Module Three: Communicating Historical Ideas, learning block 3-4 (page 3) 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
<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>