

## Objective 2.1: Knowledge of the Liberal Arts

Students will possess a broad understanding of how to think about the world, having studied the modes of inquiry characteristic of humanities, mathematics, natural sciences, and social and behavioral sciences.

### Outcomes 2.1 B: Historical Mode of Inquiry

| By graduation students will:   | Not Proficient<br>1 Point   | Developing Proficiency<br>2 Points  | Proficient<br>3 Points   | Exceeding Proficiency<br>4 Points   |
|--|---|---|--|---|
| <b>Identify</b> distinguishing characteristics of historical questions   | Student fails to identify distinguishing characteristics of historical questions.   | Student identifies distinguishing characteristics of historical questions <i>but fails to explain what makes them historical.</i>   | Student identifies distinguishing characteristics of historical questions and <i>succeeds at explaining what makes them historical.</i>  | Student identifies distinguishing characteristics of historical questions, explains what makes them historical, <i>and formulates their own historical question.</i>                          |
| <b>Interpret</b> historical events by contextualizing primary and secondary sources                                  | Student fails to interpret historical events by contextualizing primary and secondary sources.                                    | Student interprets historical events by contextualizing primary and secondary sources <i>at a local level.</i>  | Student interprets historical events by contextualizing primary and secondary sources at a <i>local and global level.</i>  | Student interprets historical events by contextualizing primary and secondary sources at a local and global level <i>within a larger comparative historiographic framework.</i>               |
| <b>Advance an historical argument</b> grounded in the scholarly application of evidence, reasoning, and organization | Students fail to construct an historical argument grounded in the scholarly application of evidence, reasoning, and organization. | Student constructs an historical argument grounded in the scholarly application of evidence, reasoning, and organization <i>while making connections between sources.</i> | Student constructs an <i>analytical</i> historical argument grounded in the scholarly application of evidence, reasoning, and organization while making connections between sources. | Student constructs a <i>sustained</i> analytical historical argument grounded in the scholarly application of evidence, reasoning, and organization while making connections between sources. |

**Assessment: Identify, Interpret and Create a Historical Argument Assignment (see below)**

## ASSESSMENT

Rubric: Outcome 2.1 B Historical Mode of Inquiry

HIST 110/111/130/131: Historical Views of [Topic]

### SESSION 1

#### I. Outcome: identify distinguishing characteristics of historical questions

1. Present dictionary or other source for definition of history (below) and ask students to provide examples of historical events.

- Instructor-chosen source and definition of history

2. Present a selection of questions and look them over – ask students what makes these questions “historical” based on the definition of history. A sample list of questions based on American history can be found at [https://www.gilderlehrman.org/sites/default/files/inline-pdfs/Version\\_1\\_Essential\\_Questions\\_Gilder\\_Lehrman.pdf](https://www.gilderlehrman.org/sites/default/files/inline-pdfs/Version_1_Essential_Questions_Gilder_Lehrman.pdf).

3. Point out to students that these are questions *about* history, but they are not *historical questions*. Historical questions have these three characteristics:

- A sense of time (“In the mid-nineteenth century...”)
- A sense of place (“in France...”)
- An element of human culture (“the viability of a monarchy”)

4. Take a few examples of questions from the website lists, and invite the students to suggest ways that they can be made into “historical questions” by including the above characteristics.

5. Assignment: Students will be given a section from a secondary source (textbook, monograph, or other historical work) that discusses an event and asked to do the following:

- Write a paragraph (200 words) in which you summarize the event. Include the time period, the geographic location, the main individuals or groups involved, and the general context surrounding the event.
- Craft a historical question about this event, being sure to include the characteristics of historical questions.

This assignment will be worth 20 points.

## **SESSION 2**

### **II. Outcome: Interpret historical events by contextualizing primary and secondary sources**

#### 1. Writing Assignment: [Topic of Instructor's Choice]

Read the [instructor-chosen primary document] and [instructor-provided secondary text]. Based on these materials, answer the following questions in an essay (### words minimum):

- How does the topic fit into the relevant time period?
- How does the content of the primary document connect with the secondary text material?

This assignment will be worth 30 points.

## **SESSION 3**

### **III. Outcome: Advance an historical argument grounded in the scholarly application of evidence, reasoning, and organization**

#### 1. Writing Assignment: [Instructor-chosen Topic]

Read the [instructor-chosen primary document] and [instructor-provided secondary materials]. Based on these materials, answer the following questions in an essay (### words minimum). Based on these materials, develop your own historical question that investigates the topic over time. Finally, organize an answer to your question by constructing an analytical historical argument using evidence and reasoning. Your essay should be a minimum of #### words long, use complete sentences, and college-level spelling, grammar, and vocabulary.

This assignment will be worth 50 points.

# SAMPLE ASSESSMENT

Rubric: Outcome 2.1 B Historical Mode of Inquiry

HIST 130 (United States History to 1877): Historical Views of Patriotism

## SESSION 1

### I. Outcome: identify distinguishing characteristics of historical questions

1. Present dictionary definition of history (below) and ask students to provide examples of historical events.

- Webster's *New World Dictionary* (Second College Edition, 1984): a learning by inquiry, narrative; an account of what has or might have happened, especially in the form of a narrative, play, story, or tale; what has happened in the life or development of a people, country, institution, etc.; a systematic account of this, usually in chronological order with an analysis and explanation; all recorded events of the past; the branch of knowledge that deals systematically with the past; a recording, analyzing, correlating and explaining of past events; something important enough to be recorded

2. Present a selection of questions and look them over – ask students what makes these questions “historical” based on the definition of history. A sample list of questions based on American history can be found at [https://www.gilderlehrman.org/sites/default/files/inline-pdfs/Version\\_1\\_Essential\\_Questions\\_Gilder\\_Lehrman.pdf](https://www.gilderlehrman.org/sites/default/files/inline-pdfs/Version_1_Essential_Questions_Gilder_Lehrman.pdf).

3. Point out to students that these are questions *about* history, but they are not *historical questions*. Historical questions have these three characteristics:

- A sense of time
- A sense of place
- An element of human culture

4. Take a few examples of questions from the list, and invite the students to suggest ways that they can be made into “historical questions” by including the above characteristics.

5. Assignment: Students will be given a section from a text that discusses an event and asked to do the following:

- Write a paragraph (200 words) in which you summarize the event. Include the time period, the geographic location, the main individuals or groups involved, and the general context surrounding the event.
- Craft a historical question about this event, being sure to include the characteristics of historical questions.

This assignment will be worth 20 points.

## SESSION 2

### II. Outcome: Interpret historical events by contextualizing primary and secondary sources

#### 1. Writing Assignment: Patriotism During the Revolutionary War

Read Joseph Plumb Martin's book *A Narrative of Some of the Adventures, Dangers and Sufferings of a Revolutionary Soldier* (1830), the relevant portion of the main textbook for the course, and consult a dictionary for the definition of *patriotism*. Based on these materials, answer the following questions in an essay (500 words minimum):

- What is the definition (according to the dictionary) of patriotism?
- During the Revolution, what or who was a patriot?
- Was Joseph Plumb Martin a patriot, according to either or both of these definitions?

This assignment will be worth 30 points.

## SESSION 3

### III. Outcome: Advance an historical argument grounded in the scholarly application of evidence, reasoning, and organization

#### 1. Writing Assignment: Patriotism During the Mexican War

Read R. O. White's book *One Year in Mexico* (1848), the relevant portion of the main textbook for the course, and watch the documentary on the Mexican War at the link provided in the class Blackboard site. Based on these materials, and bringing in what you learned from reading J. P. Martin's account of the Revolutionary War, develop your own historical question that seeks to investigate patriotism over time. Finally, organize an answer to your question by constructing an analytical historical argument using evidence and reasoning. Your essay should be a minimum of 750 words long, use complete sentences, and college-level spelling, grammar, and vocabulary; you can find a copy of my writing rubric on our Blackboard site in the left sidebar under Writing Resources.

This assignment will be worth 50 points.