How to Use Guide

Key Points:

These discussion prompts are designed for the second half of the US History survey course. There is a total of 33 discussion prompts and six scoring rubrics.

Each prompt has four question sets that either refer to a reading linked to the assignment or an image. Note: A few prompts have five question sets. He order and purpose of each set is as follows:

**BACKGROUND**: This section requires students to read from a source that teaches the background to the central topic.

**CONSIDER:** This section includes an image that students are asked to analyze. The images refer to the background reading thus requiring students to connect the image to reading.

**REFLECT:** This section includes a reading that is connected to the topic/theme of the assigned chapter. Students will begin to relate how it connects to both the previous sections.

**CONNECT:** This section brings up a modern/contemporary topic (sometimes a current event). Students are asked to make a connection to the previous sections. Here history is connected to the past.

These prompts are designed to be used for both online and face to face classes. There are three 10-point scoring rubrics for written posts, and three for oral discussion posts.

Written post rubrics include posts that require no reply, one reply, or two.

Oral discussion post rubrics offer the student a chance to present in front of the class his/her prepared responses to each of the four question in the prompt. One rubric allows for only the presentation. Another allows for the presentation and one engaging question from a classmate and then a presenter response. The third rubric allows for the presentation and two engaging questions from classmates followed by the presenter’s response.

The purpose of the oral presentation post rubrics with engaging classmate questions is similar to the written post that requires two replies. Instead of a written reply, however, once the student presentation is made (his/her prepared response to the questions in the prompt), he/she stands for engaging questions from classmates. Classmates are to ask the student intelligent questions that are then responded to as either a defense or further elaboration/clarification to the presentation. NOTE: This may require some modeling.