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Module Six Historical Inquiry Strategy - SCIM-C Guidelines and Rubric



Module Six Historical Inquiry Strategy - SCIM-C Guidelines and Rubric

Overview

To learn about history, we read, watch, and listen to stories about those events. Historical inquiry is a process of investigating and examining primary and secondary sources. A historical inquiry strategy allows us to interpret what the source tells us about the historical event. A historical inquiry strategy promotes critical thinking and analysis. SCIM-C is one strategy for doing historical inquiry of artifacts.

Directions

Use the SCIM-C approach to complete a historical inquiry of the following sources related to a historical event. This strategy uses a five-step process (Summarize, Contextualize, Infer, and Monitor) to analyze single artifacts. Part One (Summarize, Infer, and Monitor) are used to analyze single artifacts. Part Two, step 5 (Corroborate) compares the analyses to develop a historical interpretation.

Event: World's Columbian Exposition, 1893, Chicago, Illinois

- **Artifact A:** [Photograph of large Ferris wheel at the World's Columbian Exposition \[Chicago, Ill.\] digital file from original](#)
- **Artifact B:** [Image 200 - Image 201 of "The Best Things to Be Seen at the World's Fair"](#)
- **Artifact C:** [Image 112 - Image 116 of Six Months at the World's Fair](#)
- **Secondary Source:** ["First Ferris Wheel Designed for 1893 World's Fair"](#)
- **Secondary Source:** ["Sell the Cookstove if Necessary, But Come to the Fair"](#)

Specifically, you must address the following rubric criteria:

PART ONE: SUMMARIZE, CONTEXTUALIZE, INFER, AND MONITOR (RESPOND FOR EACH OF

1. Summarizing

- a. What type of artifact is it?
- b. What is the subject matter or purpose?
- c. Who is the author or creator?
- d. Who is the audience or user?

2. Contextualizing

- a. When was the artifact created or used?
- b. Where was the artifact created or used?

- b. Where was the artifact created or used?
- c. What was happening in that part of the world?
- d. What happened at the time the artifact was created or in the time period leading up to it?

3. Inferring

- a. Whose perspectives or points of view does the artifact represent?
- b. Whose perspectives or points of view does the artifact leave out?
- c. What biases does the artifact represent?
- d. What else does the artifact tell you about the event/subject beyond the basic facts?
- e. How does this artifact emphasize an element of the event/subject that is relevant to issues today?

4. Monitoring

- a. Check your work in steps 1, 2, and 3.
- b. What questions and answers in the previous steps need to be re-examined and revised to more fully analyze the artifact?
- c. How useful is this artifact for representing the event/ subject?
- d. What information from other sources is needed to develop a historical narrative about the event/subject?

PART TWO: CORROBORATE ARTIFACTS A, B, AND C

5. Corroborating

- a. What are the similarities between the artifacts?
- b. What are the differences between the artifacts?
- c. What is significant or meaningful about these similarities and differences?
- d. What biases appear in comparing the different perspectives and points of view?
- e. Are there any gaps in the evidence?
- f. Are there any contradictions?
- g. Is any additional research needed to clear up the contradictions and fill the gaps?

What to Submit

Use the [Module Six Historical Inquiry Strategy SCIM-C Template](#) to complete this assignment. Sources should be cited according to APA. Although Brightspace allows the addition of video notes in assignment submissions, you may not use the Video Note tool to complete this assignment.

Module Six Historical Inquiry Strategy SCIM-C Rubric


Criteria	Proficient (100%)	Needs Improvement (75%)	
Summarizing	Addresses all questions in the summarizing step for all artifacts	Shows progress toward proficiency, but with errors or omissions; areas for improvement may include specific detail related to the summarizing step or responding to all of the questions	Does not
Contextualizing	Addresses all questions in the contextualizing step for all artifacts	Shows progress toward proficiency, but with errors or omissions; areas for improvement may include specific detail	Does not

		related to the contextualizing step or responding to all of the questions	
Inferring	Addresses all questions in the inferring step for all artifacts	Shows progress toward proficiency, but with errors or omissions; areas for improvement may include specific detail related to the inferring step or responding to all of the questions	Does not
Monitoring	Addresses all questions in the monitoring step for all artifacts	Shows progress toward proficiency, but with errors or omissions; areas for improvement may include specific detail related to the monitoring step or responding to all of the questions	Does not
Corroborating	Addresses all questions in the corroborating step for all artifacts	Shows progress toward proficiency, but with errors or omissions; areas for improvement may include specific detail related to the corroborating step or responding to all of the questions	Does not
Clear Communication	Consistently and effectively communicates in an organized way to a specific audience	Shows progress towards proficiency, but communication is inconsistent or ineffective in a way that negatively impacts understanding	Shows no or organized
Citations and Attributions	Uses citations for ideas requiring attribution, with consistent minor errors	Uses citations for ideas requiring attribution, with major errors	Does not attribute

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