

The Remedial Herstory Project

INQUIRY-BASED LESSON PLAN

STAGING THE INQUIRY

For this inquiry, teachers should consider opening with an intriguing and open ended question, then provide some background on this topic generally in the form of a video, brief lecture, or presentation. Close the introduction by asking students what questions they have, guide them in discussion to the question for the inquiry, highlighted at the top of the next page.

ACTIVITY TASKS

- Pose a broad open ended question. Provide background information.
- Students respond to questions in this packet independently or with a partner.
- Consider doing one of the following to extend the exercise:
 - Facilitate student discussion of the compelling question.
 - Facilitate a 4-corner debate.
 - Facilitate a structured academic controversy.
 - Students assume the characters involved and discuss the compelling question in character.
- Students craft an argument.

C3 FRAMEWORK

D1.1.9-12. Explain how a question reflects an enduring issue in the field.

D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.

D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

D2.His.11.9-12. Critique

the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.

D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

Inquiry Activity: Was _____ an absolute ruler?

Students will research one of the following monarchs of the period and determine whether she was an absolute ruler. What made her absolute? What limits were there to her power? How did she demonstrate her power?

Objective: You must explain the events, practices, policies, and views of the monarchs that justify them as being described as Absolute.

Options:

France:	Marie de Medici
Italy:	Catherine de Medici
Spain:	Queen Isabella
England:	Queen Elizabeth I or Queen Mary
Austria:	Queen Maria Theresa
Russia:	Catherine the Great
Zazzau:	Queen Aminatu
Ethiopia:	Makeda, Queen of Sheba
Zulu:	Queen Nandiic
Yemen:	Al-Malika al-Ḥurra Arwa al-Sulayhi
Deli:	Razia Sultan
Egypt:	Shajar al-Durr
Morocco:	Sayyida al-Hurra
India:	Nur Jahan of India

For your presentation, you need to research basic biographical information and show whether or not they were absolute monarchs. For instance:

When were they born? When did they rule? What led to their rise and fall of power? What were the major problems and accomplishments of their reign?

What powers did they have over the government, economy, religion, war, etc.?

What global connections did the empire have during the 15th – 18th centuries?

Consider all interactions with the west, trade goods, and empire building.

How did their empire expand? What systems of labor and gender structure are found in your empire?

How did the monarchs live fabulously? What role did they have in shaping the culture of their country? How did they spend their money? Did their country suffer as a result?

Were they true absolute monarchs controlling every aspect of their culture or did someone or something prevent them from achieving absolute rule?

How did they view the rights of their people? Did they believe that the people can be trusted to govern? Did they believe the people should be given more rights or that their own power should be limited? Did they believe in supporting progress in science, religions, philosophy, or government in their country? Did they seek to reform society and humanity?

Your presentation must include some speaking before the audience, a visual, a handout highlighting the key points about your monarch, and a bibliography.

Rubric

Criteria	Point Value	Points Earned
Includes a student-created diagram	10	
Includes a primary source photo	10	
Uses less than 250 words	10	
Includes a primary source quote	10	
Maintains the 5 minute time limit	10	
Includes a critical thinking question	10	
*Information is accurate, comprehensive, and significant.	20	
*Key points and concepts are discussed with depth.	10	
*Relevant and important examples are used to support the main idea and expand sub-ideas.	10	
	TOTAL	