

HISTORY SKILLSBUIDER: QUESTION-ANSWER RELATIONSHIPS

Question Type	Notes	Examples
<b>Pure Opinion</b>		
<b>Simple Factual</b>		
<b>Complex Factual</b>		
<b>Essential Questions</b>		

# SQUARE METHOD

(Start with the **Q**uestion, **U**nderline/**A**nnotate, and then **R**eread **E**verything)

**#1 Start with the Question:** What is it asking you to find? Read to answer the question it has asked.

**#2 Underline/Annotate:** Find words you understand and make notes to connect to what you know.

**#3 Reread Everything:** Reread question, annotated passage, and answer choices before you pick.

The Council of the Mohawk shall be divided into three parties . . . The third party is to listen only to the discussion of the first and second parties, and if an error is made or the proceeding is irregular they are to call attention to it, and when the case is right and properly decided by the two parties they shall confirm the decision of the two parties and refer the case to the Seneca Lords for their decision.

*The Constitution of the Iroquois Nations*

SQ1. Which principle of government found in the Iroquois Constitution influenced the framing of the U.S. Constitution?

- A. popular sovereignty
- B. unicameralism
- C. separation of powers
- D. federalism

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

*Amendment V of the U.S. Constitution*

SQ2. Based on this amendment, under which circumstance can the government detain a citizen without making formal charges?

- A. when the accused is unable to post bail or secure a bond
- B. if the accused is a member of the armed services during a war or national crisis
- C. after the accused has given a sworn statement
- D. if the accused is a known felon with a criminal record or history of similar crimes

We consider the underlying fallacy . . . If one race be inferior to the other socially, the Constitution of the United States cannot put them upon the same plane.

*Justice Henry Brown, 1896*

On consideration whereof it is ordered . . . decrees consistent with the opinions of this Court as are necessary and proper to admit to public schools on a racially nondiscriminatory basis with all deliberate speed the parties to this case.

*Chief Justice Earl Warren, 1955*

SQ3. How did the ruling in *Brown v. Board of Education of Topeka, Kansas* (1954) change perceptions of citizenship from the previous ruling in *Plessy v. Ferguson*(1896)?

- A. The double standard of segregation was replaced by a single standard for all citizens.
- B. The residency requirements to become naturalized citizens decreased from fourteen to five years.
- C. American Indian citizenship no longer required application and government approval.
- D. Full citizenship for war deserters and felons was restored through amnesty.

# Skills

## Constructed Response – Strategy #1

### What is a Constructed Response question?

- A Constructed Response question is a type of question that requires the respondent to compose an answer rather than select from a list of choices.
- It is an open-ended, short answer question that measures application-level cognitive skills as well as content knowledge.
- It is NOT an opinion question.
- A Constructed Response question *may* use a variety of primary and secondary “stimuli” and authentic “real world” examples including time lines, maps, graphs, cartoons, charts, and short readings.
- A Constructed Responses are graded against a scoring rubric.

### Strategies for Answering Constructed Response Questions

#### Strategy #1: Most Importantly – Know what the question is asking for!

- Analyze the question and look for all the elements included in the question; this is what the rubric for the question is based upon. When doing this, circle and NUMBER each item that will be evaluated.

EXAMPLE QUESTION:

1 Explain the reason for having government. Then, 2 3 pick two different forms of government and give an example of how the two forms of government are different from each other. 4

In this example, 4 points are possible:

- 1 point for explaining the reason for having government.
- 1 point each for picking two different forms of government.
- 1 point for giving an example of how the two forms you chose are different from each other.

### Practice Strategy 1

Identify how many points are possible in each of the following examples by circling and numbering each element asked.

1) Explain how tensions between British governmental authority and the American colonists contributed to the American Revolution. Include a specific example in your response.

2) *No government can exist without taxation. This money must necessarily be levied on the people; and the grand art consists of levying so as not to oppress.*

- Frederick the Great, eighteenth-century Prussian king

*The power of taxing people and their property is essential to the very existence of government.*

- James Madison, U.S. President

Take a position that argues for or against the point of view of these statesmen. Explain your position by providing one specific example that supports your argument.

3) Choose a North Carolina industry and explain its importance in the national economy. Include two examples of that industry's global importance.

# Skills

## Constructed Response – Strategy #2

### Strategies for Answering Constructed Response Questions

#### Strategy #2: Answer Style

- Good news! You are no longer restricted to having to write a paragraph! While you are welcome to write in paragraph style, you may also choose numbering/bulleted list style or a graphic organizer.

Remember our original example question?

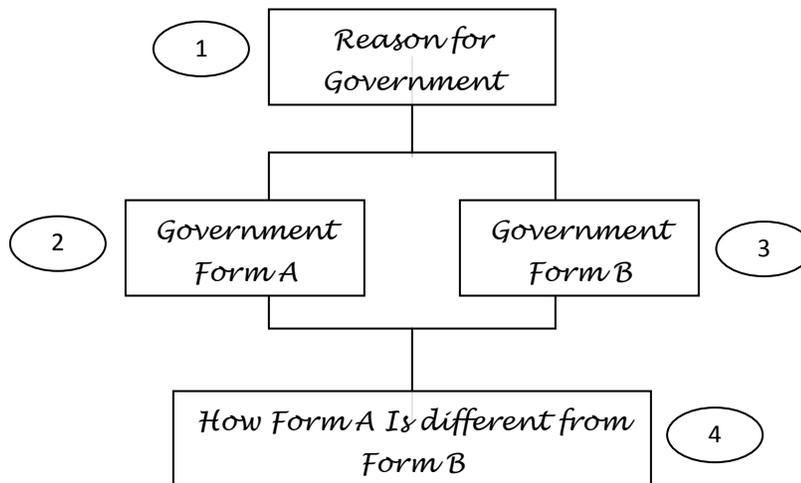
1 Explain the reason for having government. Then, 2 pick two different 3 forms of government and give an example of how the two forms of government are different from each other. 4

You are now free to answer in a variety of ways:

#### Paragraph Style:

1 The reason for having a government is \_\_\_\_\_. 3 Two forms of government are \_\_\_\_\_ and \_\_\_\_\_. 2  
4 These two forms of government are different because in \_\_\_\_\_.

#### Graphic Organizer Style:



#### Numbering / Bulleted List Style:

1. Reason for Government 1
2. Forms of Government
  - 2 a. Form A
  - 3 b. Form B
3. How Form A Is Different from Form B 4