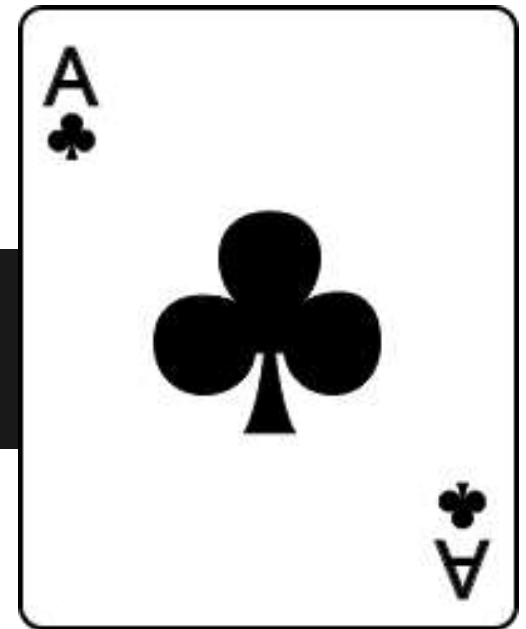


# Short Answer Questions

How to ACE the SAQ!



# How To Video

- <https://www.youtube.com/watch?v=KMXgrNn9QN4>

# We Are Scuba Divers Not Snorkelers



# Basic Information

- Label A, B, C for each part.  
Make them separate- no paragraphs!
- Use complete sentences.
- Responses should be 3-4 sentences in length

# Scoring

- 0-3 points per set of questions – one point per part, scored separately
- Readers decide if it meets the “threshold”
- Can receive a point for B even if get A wrong, etc.
- Inaccurate info? Reader’s discretion - how much accurate vs. inaccurate? How big were the errors?
- Could a 6th grader write what you wrote? If yes, then NO point awarded!

# How to Answer an SAQ

**Maximize Your Score**

# ACE the SAQ

## **A = Answer the Prompt**

- Directly answer the question by identifying your claim.

## **C = Cite Specific Evidence**

- Include a key term/event/person/concept to support your claim.

## **E = Explain**

- Expand on the evidence by explaining its importance and how it connects to the prompt.

# Read the Prompt

- What are they asking you to do?
  - Briefly explain ONE difference....
    - Note if they are asking for a specific difference (economic, political, social, cultural)



# Explain, Explain, Explain

- Thoroughly explain your answer by **connecting it back** to what you were asked to do in the prompt.
- Hint: In some cases explanation is more important than the details.
- Use your own words to show you understand a quote. Key words..”This explains, implies, demonstrated, reflects...”

# Words That Encourage Explanation

- Exemplifies
- Portrays
- ...due to...
- Contradicts
- Restricts
- Highlights
- Depicts
- Argues
- Accompanies
- Discusses
- Indicates
- Represents
- Disputes
- Illustrates
- Compares
- Reveals
- Symbolizes
- Relates
- Contrasts
- Demonstrates

# Types of SAQs

**Different Types of Questions**

# Question 1: Interpretation

This type of Short Answer will provide two different SECONDARY SOURCE readings about a similar event/time period/topic. After reading both documents, you could be asked to: summarize the differences between the points of view of the authors (a) – please make sure you specifically state how the authors views are DIFFERENT, provide one piece of historical evidence that supports one author (b), and provide one piece of historical evidence that supports the other author (c).

# Question 2: Primary Source

This type of Short Answer will provide a text or visual related to a historical theme. After briefly examining the visual you could be asked to make comparisons or explain cause & effect for the source.

# Questions 3/4: No Documents

This type of Short Answer will have three different tasks related to a similar theme. This could include: briefly explaining a cause of an event (a), briefly explaining a short-term effect of the event (b), and briefly explaining a long-term effect of an event (c).

1. Briefly explain one reason for European exploration in the 15th – 17th centuries
2. Briefly explain one impact of European contact on the Americas
3. Briefly explain one impact of European contact on Europe

# Question 3/4: Internal Choice

This type of Short Answer will provide 3 bulleted events/terms/people to choose from that relate to a similar theme. This could have you: explain why one of the choices is the most significant event related to the theme (a), providing historical evidence to back up your assertion (b), and contrasting your choice against another one, explaining why the other is not as good of a choice (c).

a) Briefly explain why one of the following could be seen as a major reason for calls for significant revisions to the Articles of Confederation:

- Difficulties over trade
- Difficulties over finances
- Internal Unrest

b) Support your choice with at least one piece of historical evidence

c) Contrast your choice against another and briefly explain why it is not as good of a choice

# Causation Sample

- a. Briefly explain one reason for European exploration in the 15th – 17th centuries
  
- a. Briefly explain one impact of European contact on the Americas
  
- a. Briefly explain one impact of European contact on Europe



# Comparison Sample

(A) Briefly describe ONE specific historical difference between the antislavery movement in the period 1780–1810 and in the period 1830–1859.

(B) Briefly describe ONE specific historical similarity between the antislavery movement in the period 1780–1810 and in the period 1830–1859.

(C) Briefly explain ONE specific historical effect of the antislavery movement in either the period 1780–1810 or the period 1830–1859.

# Examples



# Scoring Guide

## Question 1:

- a. Briefly explain ONE advantage gained by European societies as a result of the Columbian Exchange.
- b. Briefly explain ONE advantage gained by American Indians as a result of the Columbian Exchange.
- c. Briefly explain ONE unintended consequence of the Columbian Exchange.

## Possible Answers:

- a. Sugar that made food sweeter, led to population increases
- b. Great Plains tribes used horses for hunting, warfare advantage
- c. Europeans brought smallpox leading to an 80-90% population decrease, introduced pests like rats and weeds, Amerindians transmitted syphilis to Europeans, the introduction of sugar led to the African slave trade

# Scoring Guide

## Question 2:

- a. Briefly explain ONE way that Amerindians in the Southwest adapted to their environment.
- b. Briefly explain ONE way that Amerindians in the Great Plains were different than those in the Southwest.
- c. Briefly explain ONE way that Amerindians in the Eastern Woodlands were different than either the Southwest or Great Plains.

## Possible Answers:

- a. irrigation, pueblos built out of clay, cities, maize cultivation, agriculture
- b. nomadic - hunt for food, follow the food source (bison), lived in teepees, war
- c. long houses/wigwams, fishing, concentrated near water, three sisters farming

# Are you snorkeling or scuba diving?



Snorkeling - safely at the surface - meaning superficial, lacks detail - may have correct terms, but the terms are not explained.

Scuba Diving - deep into the ocean (content) - lots of rich details, strong knowledge of the content.

—————→



# Snorkeling Example

Note: This answer is too simple. There is some evidence, but it is basic. But there is no explanation. What accounts for the difference?

*Prompt: Identify ONE difference between the Southwestern and Plains tribes.*

- a. The Southwestern tribes farmed for maize. This was different from the Plains tribes who were nomadic.

# Scuba Diving Example

Note the clear difference that is shown between the tribes. It gives an example and explains the reason for the difference.

- a. The Southwestern tribes were able to create sedentary cultures through the use of irrigation techniques to grow crops such as maize. However, the Plains tribes did not have farming and had to follow their food sources such as the bison. This made them nomadic.

# Advice from Readers

Compiled from Teachers at the 2015 &  
2016 Readings



# Advice from Readers

- Don't be wishy-washy
- If a 6th grade student could write it, you will not get a point.
- Do not restate the prompt.
- Students should not quote from excerpts. Use the author's point of view to make an argument but students should not write verbatim from the author.
- Explanation is so incredibly important, they cannot just list facts....answer the question, plus 2 supporting details. The reason for 2 supporting details is in case they get one wrong.

# Advice from Readers

- Pay attention to the time periods if noted.
- There is often a pattern with each part building on each other.
- When answering a historical interpretation SAQ, make sure students understand that they need to go beyond quoting/very directly paraphrasing the sources and put the author's arguments into their own words.
- If the student is surprised and excited by how obvious and easy the answer is, that probably means they are not giving enough detail or depth.
- I appreciated the answers that had key points underlined.

# Advice from Readers

- Get to the point... it's a SHORT answer... no more thesis sentences or lengthy historical context intros!!
- Instead of just listing historically relevant information, students must explain the relationship, effect, or connection they are trying to make.
- Do not use first person in the answers. I believe, I think statements do not belong in any part of the response and do not get the student any points. Also, write in the past tense. "Muir would have" as a sentence starter makes it appear that the writer is unsure of his/her info.

# Advice from Readers

- On interpretation questions, don't just focus on one small part of the passage, the passages are already short and students should take into account the "whole" meaning when putting the ideas into their own words.

# More Advice

- State the facts – don't just say “the new amendments” changed the lives of African Americans. Say “the 14th Amendment granted African Americans equal protection under the law as citizens”.
- Can't remember which amendment number it was? Or what year? Then give as much of the details that you do know – what it was about, “time-frame” it was in, etc.

# Quick Reminders

## Do:

- Complete sentences
- Separate each part through A, B, C
- Stay in the box
- Stick to the 23 lines
- Answer the Prompt (AP)
- Explain and connect
- Use historical evidence (proper nouns)
- Get to the point
- Use your own words

## Don't:

- Use bullet points or fragmented sentences
- Start with an introductory sentence
- Use quotes
- Use regional examples
- Make assumptions

# Order of Operations

Now We

Practice