

ACE the SAQ

WHAT IS THE SAQ?

Types of questions:

1. With stimuli

a. Visual Stimuli: Painting, cartoon, graph, table, map, etc.

b. Text Stimuli: Opposing Perspectives

- Primary
- Secondary

2. Without stimuli

HOW TO WRITE THE SAQ

- Directly answer the question. Be painfully explicit.
- Use the phraseology of the question (but do not rewrite or repeat the question).
- Include specific historical terms/events/people in each section of each SAQ.

HOW TO WRITE THE SAQ

- Limit your response to each section to 2-4 content rich sentences.
- You have 23 lines on which to write.
- Bullet or letter each part and put a blank line in between each:

(•) or (A) Your Response

(•) or (B) Your Response

(•) or (C) Your Response

HOW TO WRITE THE SAQ

- EXPLAIN the relationship, effect, or **connections**
- Include the WHY's and HOW's
- Synthesize

HOW NOT TO WRITE THE SAQ

- Do NOT repeat the prompt
- Do NOT write a short essay
- Do NOT write a paragraph
- Do NOT write a thesis statement
- Do NOT write in bullet points
- Do NOT write in sentence fragments
- Do NOT write in sentence fragments
- Do NOT just name drop
- Do NOT say “I believe” or “they probably believed”
- Do NOT quote from nor parenthetically cite the excerpt(s) provided

If you are surprised and excited by how obvious and easy the answer is, that probably means you are not giving enough detail or depth.

If it could go on an elementary school bulletin board, it's not enough!!

HOW TO ACE THE SAQ

ACE it - **A** - Answer

C – Cite

E – Expand

A = Answer. Directly answer the question by identifying your claim.

C = Cite. Briefly define/describe your claim.

E = Expand. Connect your claim through historical context. Explain how and/or why it connects to the prompt.

EXAMPLE

Prompt (i.e. Part A): Briefly explain ONE important political development of the sectional conflict over slavery during the 1850's.

- **ANSWER:** The Kansas Nebraska Act in 1854 was another attempt to settle the sectional conflict over slavery during the 1850's.

- **CITE:** The act split the Nebraska Territory into two new territories, Nebraska and Kansas, and allowed each territory to determine free state or slave state through popular sovereignty.

- **EXPAND:** Although the Kansas Nebraska Act attempted to settle the conflict over slavery through a more democratic means, it consequently allowed slavery to expand beyond the Missouri Compromise line of 36'30 and was considered a political victory for "slave power."

PRACTICE

“As to the natives of this country, I find them entirely savage and wild, strangers to all decency, yea, uncivil and stupid as garden stakes, proficient in all wickedness and ungodliness, devilish men who serve nobody but the devil...They have so much witchcraft, divination, sorcery, and wicked arts that they can hardly be held in by any bands or locks. They are as thievish and treacherous as they are tall, and in cruelty they are altogether inhuman.”

--Jonas Michaelius, pastor, Dutch Reformed Church, Letter to Rev. Andrianus Smoutius, 1628

“I confess I think no great good will be done till they [Indians] be more civilized. But why may not God begin with some few to awaken other by degrees? Nor do I expect any great good will wrought by the English... because God is wont ordinarily to convert nations and peoples by some of their own countrymen who are nearest them and can best speak, and, most of all, pity their brethren and countrymen.”

-- John Elliot, Puritan “The Day-Breaking of the Gospel with the Indians,” 1646

PRACTICE

Using the excerpts, answer a, b, and c

- a) Briefly explain the main point in passage 1.
- b) Briefly explain the main point in passage 2.
- c) Provide ONE piece of evidence from the colonial period that is not included in the passages and explain how it supports the interpretations in either passage.

PRACTICE

Part A) *Jonas Michaelius believed that the natives were savages and it was a useless endeavor to try and civilize them. Many Europeans such as Jonas' beliefs were driven by racist and superiority ideas. These ideas were used to justify their actions towards the Native populations.*

PRACTICE

A) Briefly explain ONE common trait in the policies of two of these European nations toward Native Americans

-England

-France

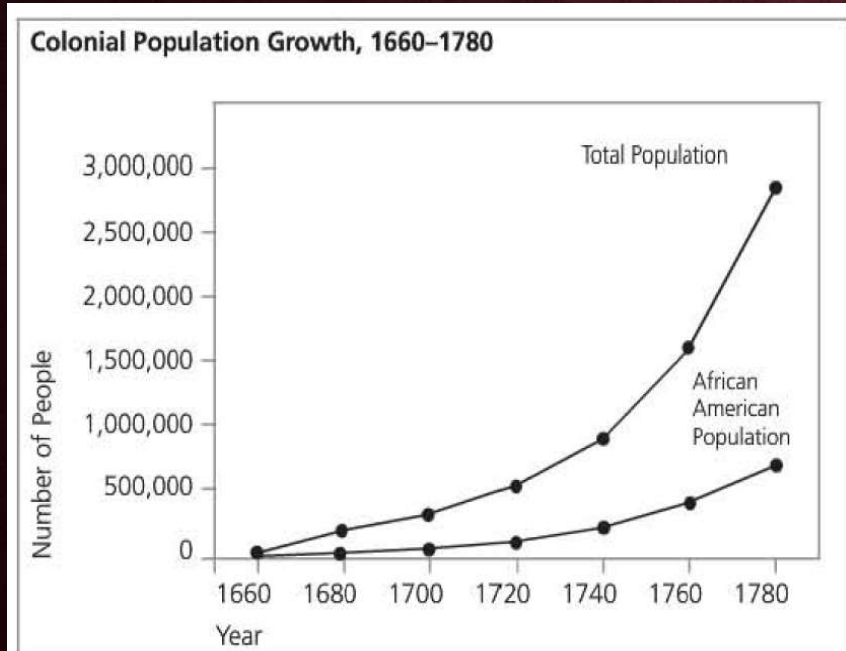
-Spain

B) Briefly explain ONE difference between the policies of two European nations toward Native Americans.

C) Briefly explain ONE reaction to Native Americans to European policies

PRACTICE QUESTION

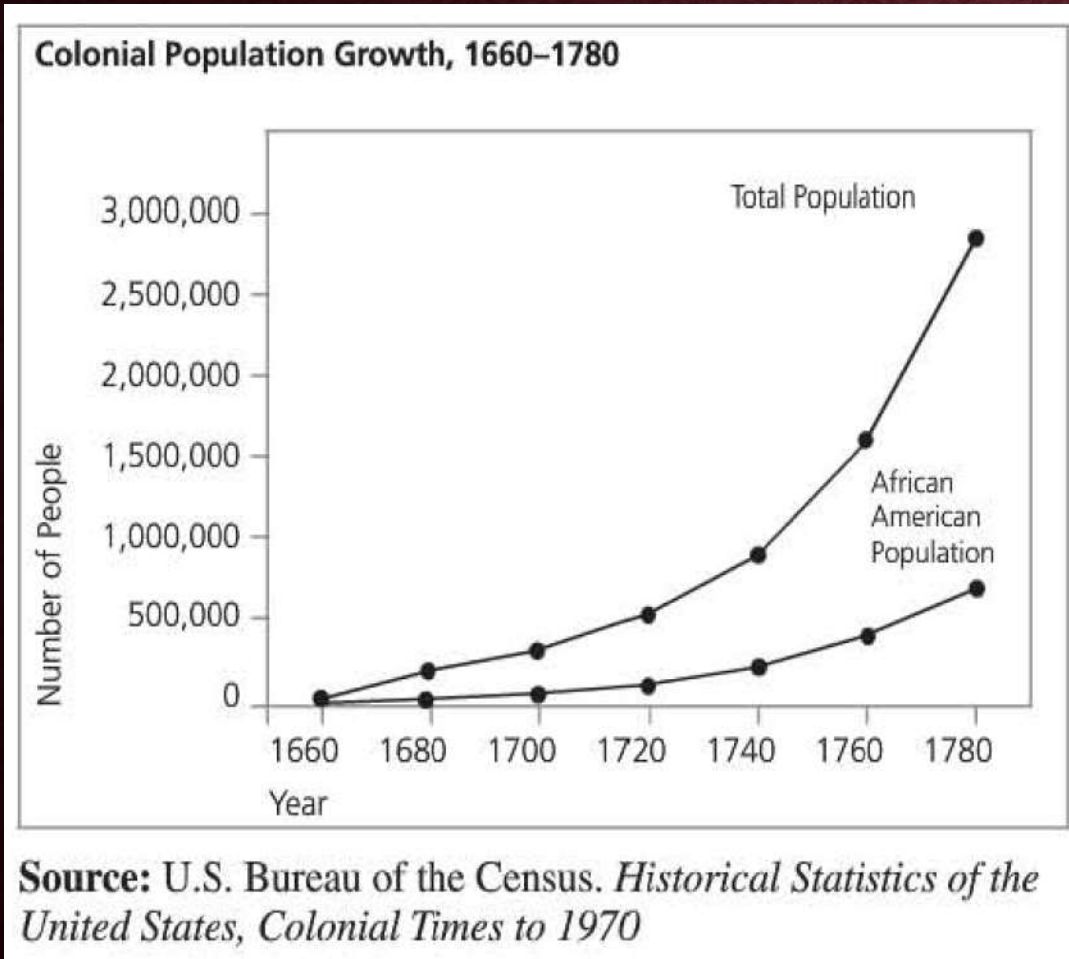
Use the graph above in constructing answers to A), B), and C)



Source: U.S. Bureau of the Census. *Historical Statistics of the United States, Colonial Times to 1970*

- A) Briefly explain the role slavery played in the population growth of this period.
- B) Briefly describe the sources of immigrants other than from Africa during this period.
- C) Briefly explain the impact of the non-African immigration on ONE of the following sections of the colonies: New England, Middle Colonies, Southern Colonies

A) Briefly explain the role slavery played in the population growth of this period.



The increased dependence on slavery from the years 1660 till 1780 helped to increase the Colonial population from 250,000 to 2.5 million. The increase in African Americans was the most significant jumping from 25,000 to 500,000. The rise in population was tied to the increased demand for slave labor as well as increased health and birthrate of slaves.

B) Briefly describe the sources of immigrants other than from Africa during this period.

During this period Colonial immigration continued, however due to better conditions in England their numbers decreased while the number of German and Scots-Irish increased. Germans made up 6 % of the population increase and were escaping war while Scots-Irish made up the largest numbers at 7% and were escaping economic hardships. The increased numbers of non-English immigrants would help to increase the ethnic diversity of the colonies.

C) Briefly explain the impact of the non-African immigration on ONE of the following sections of the colonies: New England, Middle Colonies, Southern Colonies

Immigration during this time had the largest impact on the Middle Colonies. The largest group of immigrants, Germans, settled mostly in Philadelphia as they were drawn to the availability of farmland. By 1755 2/3 population of Pennsylvania were non-English.

C) Briefly explain the impact of the non-African immigration on ONE of the following sections of the colonies: New England, Middle Colonies, Southern Colonies

Immigration at this time has some impact on the Southern Colonies. Immigrants to this region settled on the Western Frontier. Most immigrants were poor and could not afford to live in the coastal and more fertile regions of the Southern Colonies which were under the control of the plantation system.

C) Briefly explain the impact of the non-African immigration on ONE of the following sections of the colonies: New England, Middle Colonies, Southern Colonies

Immigration at this time had the least impact on the New England colonies. Land was scarce and expensive and immigrants were poor. Also, due to the extent of Puritan control many immigrants moved elsewhere.