

ACE the SAQ

First, what's a SAQ

- Respond to 3 out of 4 short answer questions
- 20% of test
- Each question will ask 3 tasks, worth 1 point apiece
- Tasks are typically divided as (a) (b) (c)
- Students have a one page box to write in

Timeframe of the questions

- 3 SAQs in 40 Minutes
 - Think 10 minutes per question, with 10 minutes to review your work
- 2 of the questions from Period 3-8 in the AP Curriculum
 - 1754-1980
- 3rd question is a choice between periods: 1-5 or 6-9
 - 1491-1877 or 1865-present

Scoring

- Each question is worth 3 points
- The score is pass/fail
 - Think of a foul shot in basketball....it's either in or out...
- • Write your answers as:
 - (a)
 - (b)
 - (c)
- Answers should be 3-4 sentences in length...maybe 5 but that might be too much...

Formats

- **Common formats:**
 - Compare two secondary source excerpts
 - Analyze an image, painting, cartoon
 - Explain periodization
 - Compare elements of two eras
 - Uses phrases like “briefly explain”
 - Apply outside information to what is going in/on the image/graph/excerpt
 - Often asked to connect cause and effect
 - Often asked to explain Point of View

Types of questions

Analyzing Secondary Sources/ Comparison

"[W]e have in [United States history] a recurrence of the process of evolution in each western area reached in the process of expansion. Thus American development has exhibited not merely advance along a single line, but a return to primitive conditions on a continually advancing frontier line, and a new development for that area. American social development has been continually beginning over again on the frontier. This perennial rebirth, this fluidity of American life, this expansion westward with its new opportunities, its continuous touch with the simplicity of primitive society, furnish the forces dominating American character. The true point of view in the history of this nation is not the Atlantic coast, it is the Great West. . . . In this advance, the frontier is the outer edge of the wave—the meeting point between savagery and civilization."

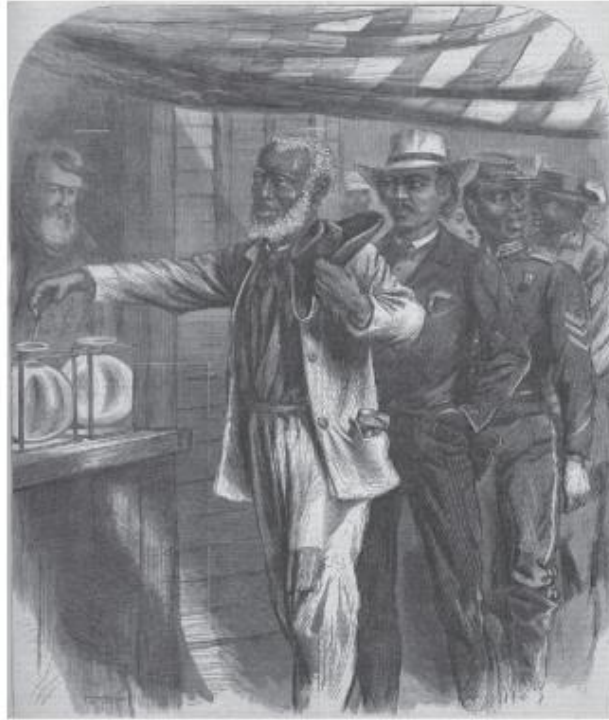
Frederick Jackson Turner, historian, "The Significance of the Frontier in American History," 1893

"[T]he history of the West is a study of a place undergoing conquest and never fully escaping its consequences. . . . Deemphasize the frontier and its supposed end, conceive of the West as a place and not a process, and Western American history has a new look. First, the American West was an important meeting ground, the point where Indian America, Latin America, Anglo-America, Afro-America, and Asia intersected. . . . Second, the workings of conquest tied these diverse groups into the same story. Happily or not, minorities and majorities occupied a common ground. Conquest basically involved the drawing of lines on a map, the definition and allocation of ownership (personal, tribal, corporate, state, federal, and international), and the evolution of land from matter to property."

Patricia Nelson Limerick, historian, *The Legacy of Conquest: The Unbroken Past of the American West*, 1987

1. Using the excerpts above, answer (a), (b), and (c).
 - (A) Briefly describe ONE major difference between Turner's and Limerick's historical interpretations of the West.
 - (B) Briefly explain how ONE specific historical event or development during the period 1865 to 1898 that is not explicitly mentioned in the excerpts could be used to support Turner's interpretation.
 - (C) Briefly explain how ONE specific historical event or development during the period 1865 to 1898 that is not explicitly mentioned in the excerpts could be used to support Limerick's interpretation.

Causation Using an Image



"The First Vote" — Drawn by A. R. Waud

Courtesy of the Library of Congress

2. Using the post-Civil War image above, answer (a), (b), and (c).
 - (A) Briefly describe ONE perspective about citizenship expressed in the image.
 - (B) Briefly explain ONE specific historical development that led to the change depicted in the image.
 - (C) Briefly explain ONE way in which the historical change depicted in the image was challenged in the period 1866 to 1896.

Comparison Only (Note, this would be for Question #3 or #4...)

Choose EITHER Question 3 OR Question 4.

3. Answer (a), (b), and (c).

(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.

4. Answer (a), (b), and (c).

(A) Briefly describe ONE specific historical similarity between mass media in the 1920s and in the 1950s.

(B) Briefly describe ONE specific historical difference between mass media in the 1920s and in the 1950s.

(C) Briefly explain ONE specific historical effect of mass media in either the 1920s or the 1950s.

How to ace the SAQ

- ACE it
 - **A** - Answer
 - **C** – Cite
 - **E** – Expand
-
- **A** = Answer. You directly answer the question by identifying your claim.
 - **C** = Cite. You briefly define/describe your claim.
 - **E** = Expand. You connect your claim through historical context.

Example

- Prompt (i.e. Part A):

Briefly explain ONE important political response to 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 the ideal of popular sovereignty.
- **EXPAND:** Although the Kansas-Nebraska Act attempted to settle the conflict over slavery through 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 ACE it!!

- **Using the Excerpt, answer (A), (B), and (C)**

You come to us and tell us that the great cities are in favor of the gold standard. I tell you that the great cities rest upon these broad and fertile prairies. Burn down your cities and leave our farms, and your cities will spring up again as if by magic. But destroy our farms and the grass will grow in the streets of every city in this county...

...Having behind us the commercial interests and the labor interests and all the toiling masses, we shall answer their demands for a gold standard by saying to them, you shall not press down upon the brow of labor this crown of thorns. You shall not crucify mankind upon a cross of gold...

--William Jennings Bryan, *Cross of Gold Speech* 1896

- A.) Identify and explain why a specific group of people **would have supported** the ideas of William Jennings Bryan.
- B.) Identify and explain why a specific group of people **would have opposed** the ideas of William Jennings Bryan.
- C.) Explain why William Jennings Bryan received support from Populists when he was a Democratic candidate for President in 1896.