

Possible Questions and Making Sure You Understand How This Works

Notice with Care the Word <i>OR</i>	1
5 Possible Questions	1
Requirements for Following the 5 Good Habits for Evidence	2
Requirements for Length and Language in Your Written Answer	2
Requirements for Citation for Your Written Answer to the Question	3
Brain Trick for Quoting and Avoiding Quotation Humiliation	3

Notice with Care the Word *OR*

I am trying to give each of you a very fair chance to be able to prepare ahead and to prepare for only 5 possible questions.

1. You are to answer the question that Blackboard displays when you click on the Unit 2 Written Exam. It will be 1 of those listed below.

Tip: This means you need to prepare to answer **each** of the questions, but you only have to prepare to answer **1** of the OR possibilities.

2. You are to look at the items connected by *OR* and you are to answer **only 1** of those listed.

Caution: if you answer more than 1 of the *OR* items, I will grade only the first 1.

Caution: if you answer a different question than the one asked, you have the wrong content so slow down and read the question Blackboard displays.

5 Possible Questions

Blackboard will display 1 of these questions. You must answer the question Blackboard displayed. You must answer only 1 of the 2 or 3 *OR* possibilities with each question.

You must use content from Unit 2 in your answer, which covers from 1776 to the 1830s.

1. Discuss major issues in this period that reveal what happens to 1 (ONE) of these groups: white male voters OR Native Americans OR slaves.

Tip: Unit 2 covers from 1776 to the 1830s.

2. Discuss the reasons for 1 (ONE) of these: the Articles of Confederation OR the Constitution

3. Discuss 1 (ONE) of these rebellions and how it relates to the development of American government: Shays’s Rebellion OR the Whiskey Rebellion.

Tip: Use the searchable Constitution and use Ctrl-F to search for *republican*. Read the clause and make sure you read the definition of *republic*. Notice:

 - After Shays’s Rebellion, why is that clause in the Constitution?
 - With the Whiskey Rebellion, how does George Washington apply it?

4. Examine government actions to stop the expansion of slavery in 1 (ONE) of these: the Northwest Ordinance OR the Missouri Compromise.

Tips:

 - For the Northwest Ordinance, make sure you understand the meaning of the word *ordinance* and notice where the Northwest Territories are.
 - For the Missouri Compromise, you must understand the latitude of the **bottom** part:
 - of the Northwest Territories (no use of slave labor above that line)
 - of Missouri (no use slave labor above that line **except** Missouri)

5. Economic nationalism meant support for the National Bank, for protective tariffs, OR for internal improvements. Discuss 1 (ONE) of those.

Tips:

 - If you choose internal improvements, look at the examples in Unit 2’s Concepts list.
 - If you choose protective tariffs, be sure you understand the concept of tariffs (called *duties* in the Constitution) and of tariffs that aren’t to produce income but are to *protect* specific manufacturers

Requirements for Following the 5 Good Habits for Evidence

You must follow all of the 5 Good Habits for Evidence in Evidence Matters. One half of your grade is for that. See the Rubric in Evidence Requirements.

Requirements for Length and Language in Your Written Answer

Length	330 words maximum – Much less is much better. This is not like buying meat at the store: I don’t grade by the pound but for your reading and planning.
Format	Do not try to do format within the Blackboard Tool for written test. You will make your answer unreadable The only format that works is a blank line between paragraphs.
Punctuation if you quote	I don’t recommend quoting, but, if you do, make sure it is accurate. If you quote, keep it simple by using this Brain Trick (goes to the bottom of this webpage).
General clarity –what you do before you click on the test	Before the test, read and plan carefully, being sure to record the exact page numbers as you work. Click here for a cheap method to read and plan carefully so you can write usefully. Don’t write your answers ahead. Instead use your time to get good plans for the question Blackboard display for you.

General clarity –what you do before you click Submit	Check you page numbers against your 5Ws chart (the method in the link above). Read aloud the words in your submission so you can correct
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Requirements for Citation for Your Written Answer to the Question

Given the questions you will probably only be using the textbook.

What You Want to Cite	Example of How You Would Cite
If the fact is from the textbook, the <i>Essentials</i> edition	If your fact is from page 30 of the textbook, then immediately after your fact you'd write: (<i>Essentials</i> , p. 30)

If you want to know why we use a shortened citation form, see Discussion Topic 1-2.

Brain Trick for Quoting and Avoiding Quotation Humiliation

This type of quotation is called an “integrated quotation.” You can see examples on page 21, 29, and 33. The only ellipses (...) I spotted in chapter 1 was **within** (not at the beginnings and endings) the quotation on page 35—a quotation I remember as being a lot longer so I can see why a textbook would take some out.

Click [here for additional tips](#).

The rules for showing what you have taken out (...) of the author’s words or put in ([]) are complex and for most of us they are **not** worth learning.

This **brain trick lets you be accurate but avoid learning those rules**:

1. Choose 3 to 6 words to quote and change nothing (not an *ing* or an *ed*, not a comma, nothing) between the first and the last word.
2. Put a “ **before** the first word and a ” **after** the last word.
3. Place those words with the “ ” within your sentence.
4. **If something sounds awkward about your sentences, then change *your own words***—the only words *you* have a right to change.
5. Look at all of the words in the source. Be sure the meaning of the source remains in your quotation.