

Unit 2

The 4-Step Method for Multiple-Choice Questions

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UNIT 2: THE 4-STEP METHOD FOR MULTIPLE-CHOICE QUESTIONS

Test-Taking Challenges

Multiple-choice questions can pose challenges for all students, regardless of their performance level. Weaker students can easily fall prey to distracting answer choices that have been crafted by the test maker to reflect common mistakes. On the other hand, more successful students may get lost in the sheer variety of possible answers. They often find ways to justify any answer choice, and may have trouble narrowing their focus to select the clearest and simplest “right” answer. Many students also struggle with the format of multiple-choice questions. They would benefit from having an opportunity to explain their thinking at length, and may find the four choices limiting and frustrating.

This unit introduces the 4-Step Method for Multiple-Choice Questions. This is a step-by-step process students can use systematically on every multiple-choice question. Special attention is given to cause-and-effect questions.

Unit Objectives

In this unit, students will:

- become familiar with the 4-Step Method.
- identify techniques that will help them understand the question, including recognizing signal words and key terms, and restating the question in their own words.
- use their knowledge of social studies to predict answers to test questions.
- use Eliminating to make educated guesses.
- identify cause-and-effect questions, and use the 4-Step Method to attack them.

Thinking KAP

The school newspaper is doing a survey of student health habits. Here are two questions from that survey.

- 1 Many students do not get enough sleep each night.
Approximately how many hours did you sleep last night?
 - (1) between zero and four hours
 - (2) about five or six hours
 - (3) about seven or eight hours
 - (4) more than eight hours

- 2 Which statement most closely matches your opinion?
 - (1) The school lunch is terrible at this school and there is little reason to buy it.
 - (2) I rarely eat lunch, so I am not particularly concerned about the school lunch program.
 - (3) Regardless of the taste of the food served in the cafeteria, the school lunch provides a balanced, nutritious meal.
 - (4) I eat school lunch regularly, and I have no complaints.

Think about *how* you answered the questions above. Before you even looked at the answer choices, what answer did you have in mind for question 1? (This is a sort of prediction.)

It is impossible to answer question 2 without the answer choices. Why?

How *did* you choose your answer for question 2?

Task

Students will investigate the strategies of Predicting and Eliminating.

Delivery

Have students complete the Thinking KAP. While students complete the Thinking KAP, take attendance and attend to any other classroom management needs.

After about two minutes have volunteers read their Thinking KAP responses, but do not open the topic for discussion. Make sure that students understand that they already have information that allows them to predict an answer for the first question. However, the second question is phrased so that it cannot be answered without seeing the answer choices.

Point out that question 2 requires students to use Eliminating, which they saw in Unit 1.

Moving On

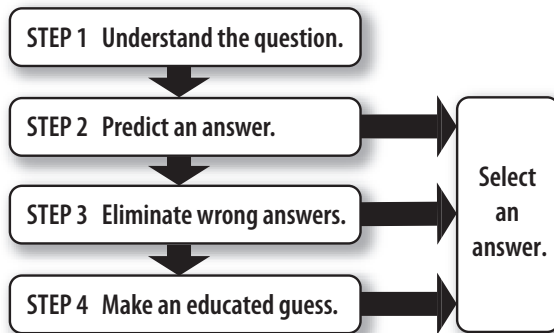
“Now let’s look at the 4-Step Method for Multiple-Choice Questions, which includes both Predicting and Eliminating.”

Strategy Instruction

The 4-Step Method for Multiple-Choice Questions

keep in mind

You can use the same 4-Step Method to answer multiple-choice questions on any social studies test, as well as tests in subjects like science and English.



While you were doing the exercises in the Thinking KAP you probably used two key strategies without even realizing it. They are called Predicting and Eliminating. They are extremely important. That's why they are part of the 4-Step Method, a method which you can use for every multiple-choice question on the test. Remember, no matter how much you have learned in your social studies class, you will still have to demonstrate your knowledge on the test. The 4-Step Method will guide your thinking and help you succeed.

Try It Out!

How do the arrows show how to use the 4-Step Method?

Task

Students will be introduced to the 4-Step Method for Multiple-Choice Questions.

Teacher's Note

The 4-Step Method is a basic test-taking technique that applies to all kinds of multiple-choice tests, not just Regents United States History & Government.

Delivery

Read the page with the class. Explain to students that the use of Predicting and Eliminating will help them with multiple-choice questions.

Do the Try It Out exercise with the class. Discuss student answers with the class.

Try It Out: Answer

Make sure students understand that they should follow the steps until they find the correct answer. Once they have found the correct answer, however, they should stop and select their answer. They should not continue progressing through the steps once they have found the correct answer.

Moving On

“Now let’s take a closer look at how to do Step 1.”

STEP 1: Understand the Question

The first step in the 4-Step Method is to understand the question.

What is Good Understanding?

Reread the test question below from the Mini Practice Test.

1 According to the Declaration of Independence, the primary purpose of government is to

- (1) _____
- (2) _____
- (3) _____
- (4) _____

Here's what two students thought while reading the test question.

Student 1	Student 2
<p><i>“According to the Declaration of Independence, the primary purpose of government is to...”</i></p> <p><i>The key term for this question is “Declaration of Independence.” That’s when the colonies first officially broke with England. So the Place was colonial America, and the Time was kind of around the Revolutionary War.</i></p> <p><i>This question is basically asking me, “What did the Declaration of Independence say government should be?”</i></p>	<p><i>“According to...”</i></p> <p><i>Okay, “according to” tells me that this is a question about a source. I need to understand what the source says.</i></p> <p><i>“...the Declaration of Independence...”</i></p> <p><i>This is the source I need to understand.</i></p> <p><i>“...the primary purpose of government...”</i></p> <p><i>So the correct answer describes what the Declaration of Independence thought government should do.</i></p>

keep in mind

You can't correctly answer a question you don't really understand. Take enough time to do Step 1 carefully.

Try It Out!

What good things did the students do to understand the question?

What could each student have done better?

Task

Students will deconstruct Step 1 of the 4-Step Method for Multiple-Choice Questions.

Delivery

Read the information at the top of the page aloud.

Have a student read the test question to the class. Have two students read aloud the sample student transcripts in the chart. Complete the Try It Out exercise as a group.

Teacher's Note

The sample narratives are good examples of the kind of language you should encourage students to use as they think aloud through a test question.

Try It Out: Answers

Make sure students take a moment to write down which techniques each sample student has used.

- Student 1 found the key term and identified the Bottom Line, Place, and Time. He also restated the question in his own words, but he did not focus on the signal words.
- Student 2 found the key term. However, she did not identify the Bottom Line, Place, and Time, or restate the question in her own words.

Moving On

“Now let’s look more carefully at the role of signal words in a question stem.”

Signal Words

Signal words help you determine what kind of answer to look for. As you read a question, draw a squiggle under the signal words. For example, the word *purpose* is squiggled in the question stem below.

1 According to the Declaration of Independence, the primary purpose of government is to

- (1) _____
- (2) _____
- (3) _____
- (4) _____

keep in mind

Don't give up just because you don't know what a word means. Try to break the word down using its roots. If you're still stuck, try to think of other related words.

Don't mindlessly squiggle the signal words, though! Think about what each word you squiggle tells you about the question stem, as well as what you are looking for in the answer choices. For example, what does the signal word *purpose* tell you?

- purpose: _____

Try It Out!

Look back at the signal words for a few of the multiple-choice questions you already answered on the Mini Practice Test.

- **What do the signal words tell you?**

Signal Word	What Does This Word Tell You?

Task

Students will identify and interpret signal words in test questions.

Teacher's Note

Students often mindlessly underline key words, terms, and phrases. Remind them to interpret each signal word by asking themselves, “What does this signal word signal?”

Delivery

Explain that signal words aren't the key terms (vocabulary) of the question, but rather are other important words in the sentence that indicate what kind of answer is required. Emphasize that students shouldn't mindlessly squiggle signal words, but should focus on the important words and phrases in the question.

Further explain that students shouldn't worry too much about which words are key terms and which are signal words. The important thing is to mine the words for information about what the question is asking, and then combine that with what they already know about the topic.

Have students complete the Try It Out exercise. Select up to six questions from the Mini Practice Test and write the question numbers on the chalkboard. Make sure students go back to the Mini Practice Test to read the questions and find the signal words.

Try It Out: Answers

Answers will vary, depending on the questions you choose. Have volunteers go through their answers with the group. It may help to ask a few students to write their examples on the chalkboard.

Moving On

“Now let's talk about the other component of Step 1: finding the key terms.”

Key Terms

As you saw in Unit 1, thinking about the key terms helps you better understand a question. The key term *Declaration of Independence* is underlined in the example below because it is the most important historical person, place, period, or idea in the question stem.

1 According to the Declaration of Independence, the primary purpose of government is to

- (1) _____
- (2) _____
- (3) _____
- (4) _____

Underlining the key term is not enough—you must also recall the Bottom Line, Place, and Time.

Key Term or Signal Word?

Sometimes it's hard to decide whether a word or phrase like "government" is actually a key term or a signal word. Don't worry too much about this distinction. It is more important to understand what words tell you about a question. In the example above, the word "government" simply reminds you that the Bottom Line (in BLPT) is the new federal government.

keep in mind

Using BLPT to think about key terms may seem like a waste of time, but in the long run it will help you succeed with difficult questions.

Try It Out!

- Recall the Bottom Line, Place, and Time of key terms.

	Declaration of Independence
BL	
P	
T	

Task

Students will identify key terms in test questions in Step 1.

Delivery

Read the first paragraph aloud. Explain that *Declaration of Independence* is underlined because it's the key term. Have students determine its Bottom Line, Place, and Time (BLPT).

Teacher's Note

This section's emphasis on key terms gives you a good opportunity to review basic content as you explain the strategy involved. However, emphasize that recognizing the key term is not necessarily enough. Students must also understand how it functions in the question. This is why they should not rush to the answer choices—they might fall for a distractor that relates to the key term, but doesn't answer the question.

Try It Out: Answers

	Declaration of Independence
BL	<i>The colonists were declaring their independence from England and wanted to form their own government.</i>
P	<i>U.S.—original 13 colonies</i>
T	<i>1776</i>

Moving On

“Now, let's see how to put the question into your own words.”

Restate the Question in Your Own Words

Have you ever read a question completely and carefully, and then realized that you have no idea what to do? It usually helps to restate the question in your own words.

- 1 According to the Declaration of Independence, the primary purpose of government is to

- *Restate the question in your own words.*
-

keep in mind

Get in the habit of doing all three parts of Step 1; with practice, you will do these steps automatically, flexibly, and quickly.

Understanding the question is the first step in the 4-Step Method. It contains three strategies for helping you to understand the question: recasting the question in your own words, finding signal words, and using BLPT to identify key terms. Here is a summary of the entire step.

STEP 1: Understand the Question

- *What do the signal words tell you?*
 - *Recall the Bottom Line, Place, and Time of key terms.*
 - *Restate the question in your own words.*
-

Try It Out!

Do all of Step 1 of the 4-Step Method for the question below.

- 2 British mercantilism during the colonial period forced American colonists to

- (1) _____
- (2) _____
- (3) _____
- (4) _____

Task

Students will restate questions in their own words so they can understand them better.

Teacher's Note

Students will learn to do each step more quickly as the *Advantage* program progresses. You will be able to determine how quickly they are applying the steps by observing how fast they do the Test Practice sections of each unit.

Explain that the Regents United States History & Government Exam is a three-hour test, and that few students fail because they run out of time. Instead, students typically do poorly because they are too hasty and leave the exam early.

Delivery

Read the top of the page to the class. Have a student read the sample question aloud. Have several different volunteers restate the question. Discuss what makes a good restatement (e.g., it conveys all the key ideas, but in simpler language). Review the three strategies that comprise Step 1.

Complete the Try It Out exercise with the class.

Try It Out: Answers

- Signal words: *forced, colonial period*
- Key terms: *British mercantilism, colonists*
- Bottom Line: *The British mercantile system forced colonists to provide resources to England for the purpose of creating new products. In turn, the colonists were not allowed to trade with other countries.*
- Time: *Time period is 1600s through the 1700s.*
- Place: *This occurred in the British colonies in North America.*
- Restate: *What did the British mercantile system force American colonists to do?*

Moving On

“With a little practice you will get used to doing all of Step 1 for every question. Now let’s move on to Step 2.”

STEP 2: Predict

After you understand the question, you should use your knowledge of social studies to predict some answers.

STEP 2: Predict

- *Before looking at the answer choices, think about some possible answers.*

For example, you might predict “protect the rights of its citizens” as a possible answer to the Declaration of Independence question. In fact, you might anticipate more than one possible answer, such as “preserve liberty” and “watch out for the best interests of its people.”

What if your prediction is not among the answer choices? Here are a few reasons why Predicting is still helpful:

- Sometimes an answer choice is *similar* to your prediction.
- Predicting helps you clarify what the question is *really* asking for.
- Wrong answers are designed to *seem* correct. Predicting helps you avoid being tempted by wrong answers.

keep in mind

Predict before you peek
at the answer choices!

Try It Out!

2 British mercantilism during the colonial period forced American colonists to

- (1) _____
- (2) _____
- (3) _____
- (4) _____

STEP 2: Predict

- *What are some possible answers?*

Find out what some of your classmates predicted. How do their predictions compare to yours?

Task

Students will predict answers for test questions.

Delivery

Read the paragraph at the top of the page aloud. Explain that students should predict an answer once they understand the question. Emphasize that they should do this before they look at the answer choices and are tempted to leap at plausible—but incorrect—answers. Predicting helps avoid the temptation of wrong answers.

Walk through the content in the middle of the page. Discuss the bulleted reasons that explain why Predicting is helpful, even if your prediction does not appear among the answer choices.

Complete the Try It Out exercise with the class. Remind students that they just spent time understanding this question on the previous page.

Try It Out: Answers

Review the Bottom Line, Place, and Time and then go through possible predictions.

Predictions:

- *They were forced to buy their products from England exclusively.*
- *Britain made the colonists provide them with materials so the mother country could make money.*
- *Colonists were forced to work for Great Britain's best interest.*

Moving On

“What happens if you really can’t come up with a solid prediction? Let’s find out in Step 3, Eliminating.”

STEP 3: Eliminate

While you are looking for a match to your prediction, eliminate the wrong answers. It helps to mentally describe *why* each incorrect answer is wrong using one of the labels below.

STEP 3: Eliminate

- *Eliminate any answer choice that is:*
 - *a contradiction to your prediction.*
 - *inconsistent with the Bottom Line, Place, or Time.*
 - *true, but doesn't answer the question.*
 - *extreme in tone.*

keep in mind

You can check correct answers by eliminating the *other* answer choices—it's better to be safe than sorry.

Try It Out!

Identify a flaw for each wrong answer choice below. If you cannot find a flaw, label it "maybe right."

2 British mercantilism during the colonial period forced American colonists to

(1) trade with Spain and France only

maybe right

(2) sell raw materials only to England

(3) manufacture their own goods from raw materials

(4) travel west to find new markets

Task

Students will eliminate answers that don't match their predictions.

Delivery

Have a student read the text at the top of the page aloud for the class. Review the bullet points under Step 3.

Complete the Try It Out exercise with the class.

Try It Out: Answers

2 (2)

Make sure that students write out their responses in regard to their earlier prediction about British mercantilism.

(1) inconsistent with the Place—It does not mention Spain and France.

(3) inconsistent with the Bottom Line—They would not be manufacturing their own products. (4) inconsistent with the Place—It doesn't fit that they would send people from their colonies to find new markets.

Moving On

“How valuable a tool is Eliminating? Let's see.”

STEP 4: Make an Educated Guess

Even after you eliminate as many answer choices as possible, you may still have a few answer choices remaining. Make the best guess you can from among these “maybe right” answer choices. There are times when strategic guessing can mean the difference between passing and failing.

Fill in the missing numbers in the chart below.

Number of Choices You Eliminate	Your Chance of Guessing Correctly	Average Score if You Guessed on Every Question
0	1 in 4	$50 \times \frac{1}{4} = 12.5$
1	1 in 3	$50 \times \frac{1}{3} = 16.6$
2		$50 \times \underline{\quad} = \underline{\quad}$
3	1 in 1	Perfect Score

keep in mind

Don't take a guess until you have completed Steps 1, 2, and 3. But never, ever leave a question unanswered!

Summarize what you see in the chart.

Try It Out!

Here is what a student thought as she analyzed each answer choice. Make an educated guess between the two “maybe right” answers. Explain your choice.

- 1 According to the Declaration of Independence, the primary purpose of government is to
 - (1) provide for the defense of its citizens
That sounds familiar—Maybe right.
 - (2) ~~maintain a healthy economy~~
Government might help with that, but it's not the main purpose—Inconsistent with the Bottom Line.
 - (3) ~~guarantee the right to vote to all its citizens~~
Lots of people, including women and African Americans, didn't get the right to vote until much later—Inconsistent with the Time.
 - (4) protect the natural rights of its citizens
That sounds good, but I'm not sure about (1) so I can't choose it yet—Maybe right.

Task

Students will practice making educated guesses after eliminating wrong answers.

Delivery

Have a student read the text at the top of the page aloud.

Have students fill in the missing numbers in the chart. (If you eliminate two choices, you have a 50 percent chance of guessing correctly. So if you guessed every question this way your average score would be $25(50 \times \frac{1}{2} = 25)$. Summarize the chart with the class: the more choices you can eliminate, the better your chance of guessing correctly, and the higher your overall score.

Complete the Try It Out exercise with the class. Have a student play the role of the student whose thoughts are shown on the page.

Try It Out: Answers

1 (4)

Make sure students understand that after having eliminated (2) and (3), they should make an educated guess between (1) and (4). They should note that if one of the two remaining choices seems to be about the right topic (4), and the other is totally unfamiliar (3), they're better off going with the familiar-sounding choice.

Teacher's Note

You may wish to remind students that they will not be penalized for wrong answers on the U.S. History & Government Regents Exam. Emphasize that this means they should answer every question, even if they have to guess randomly on some questions.

Moving On

"You now know all of the steps in the 4-Step Method. The 4-Step Method applies especially well to cause-and-effect questions. Let's see how."

Tips for Cause-and-Effect Questions

Important historical events are almost always consequences of something that has already happened. The causes could be a person, a condition, or another event.

Tips for Step 1: Understand the Question

Make sure you identify signal words like *caused*, *led to*, *resulted from*, *effect of*, *stemmed from*, *impact*, *reason*, *due to*, and *influenced by*. When you restate the question, change the question stem into a simple causation statement that can be completed by plugging in an answer choice.

keep in mind

Even if you don't make a causation statement for every answer choice, at least check the answer you have chosen by turning it into such a statement.

Question Stem	Restated Simply
Actions and policies of the government under President George Washington generally resulted in which of the following?	<i>President Washington's government caused...</i>

Tips for Step 2: Predict

Sometimes the correct answer choice will be one of several *possible* causes or effects. Don't get discouraged if your prediction is not among the answer choices. Just move on to Step 3.

Tips for Step 3: Eliminate

Test every answer choice by restating the question with the answer choice as a simple causation statement, as shown below with the Washington question. When the statement is false, eliminate that choice!

- (1) *President Washington's government caused [the] establishment of strong political ties with other nations.*
- (2) *President Washington's government caused [a] strengthening of the federal government.*
- (3) *President Washington's government caused [the] liberation of many enslaved persons.*
- (4) *President Washington's government caused [a] failure to create a sound financial program for the country.*

Note two important points:

- Sometimes you need to slightly adjust the answer choice for the sentence to make grammatical sense.
- Be on the lookout for reversals in cause and effect.

Task

Students will apply the 4-Step Method to cause-and-effect questions.

Delivery

Have a student read the text at the top of the page aloud for the class. Note the signal words students should identify for cause-and-effect questions: *led to, resulted from, effect of, stemmed from, impact, reason, due to, and influenced by*.

Show students how to restate the question as a simple cause-and-effect statement. These statements should generally take the form of “What caused what?” Explain that students need not worry if their prediction doesn’t match the answer choices; this just means they should go on to Step 3.

Have students assess how each of the four sample answer choices has been restated as a simple causation statement. Explain that **(4)** does not work as a causation statement, and that the wording is a little confusing. This is a good case for Eliminating.

Moving On

“Let’s try the 4-Step Method on one more question. Then we’ll take a look at some common traps to avoid.”

Try It Out!

Use all of the tips for cause-and-effect listed on the following question.

- 3 The power of labor unions increased during the New Deal era mainly because
- (1) a new spirit of cooperation existed between employers and government
 - (2) federal legislation guaranteed labor’s right to organize and bargain collectively
 - (3) a shortage of skilled and unskilled workers developed across the country
 - (4) management changed its attitude toward organized labor

STEP 1: Understand the Question

- *What signal words indicate that this is a cause-and-effect question?*

- *Recall the BLPT of the key term New Deal.*

	New Deal
BL	
P	
T	

- *Restate the question in your own words, framing the answer choices.*

STEP 2: Predict

- *What are some possible answers?*

STEP 3: Eliminate

STEP 4: Make an Educated Guess

keep in mind

You can eliminate answer choices that are inconsistent with the Bottom Line, Place, and Time for cause-and-effect questions, too.

Task

Students will apply the 4-Step Method to another cause-and-effect question.

Delivery

Have a student read the question aloud. Have students work through the 4-Step Method independently. Review the answers as a group.

Try It Out: Answers

STEP 1: Understand the Question

signal words: *increased* and *labor unions*

BLPT: The New Deal was around the time of the Great Depression and FDR's policies to create jobs, produce better working conditions, and improve opportunities for the country through labor unions and other resources.

STEP 2: Predict

Some changes of the New Deal era: jobs created, social policies enacted; these changes are predictions.

STEP 3: Eliminate

Go over each of the answer choices with the class.

(1) This sounds like it makes sense, but businesses were not trying to cooperate with the government: inconsistent with the Bottom Line. (2) This seems right since it would take the government to step in and make this occur. (3) There was a lack of jobs and people really needed them: inconsistent with the Bottom Line. (4) Management did not want organized labor to interrupt their business practices: inconsistent with the Bottom Line.

STEP 4: Make an Educated Guess

Have students explain the educated guess they would make. Still not sure if you can eliminate **(1)** since it sounds like it makes sense. **(2)** also seems like it makes sense because the government has a strong influence on policies and laws. Eliminate **(3)**, because people wanted jobs and there were very few. Eliminate **(4)**, since management would not encourage labor unions to intervene in their practices. Even if students had to guess between **(1)** and **(2)**, they would have a 50% chance of finding the correct answer.

Moving On

“Now let’s take a look at some traps to avoid.”

Look Out for Traps!

Test-makers don't randomly create wrong answers when they write multiple-choice questions—they make the wrong answers enticing. In fact, they call these traps distractors because they distract you from the *correct* answer. Here is what a test-maker might think while writing the answer choices for the question about the Declaration of Independence.

- 1 According to the Declaration of Independence, the primary purpose of government is to

keep in mind

For every right answer, there are three wrong ones. Think about what traps might be lurking in a question as you eliminate answer choices in Step 3.

What the Test-Maker Thought	Answer Choice
<i>Some students will confuse the Declaration of Independence with the Constitution. So, I'll put a line from the Constitution.</i>	provide for the defense of its citizens
<i>Other students will know that the economy is in the news a lot, but won't know how it was seen back then. I'll put something out of focus.</i>	maintain a healthy economy
<i>I need one more distractor. Some kids simply won't read carefully. This will trip them up.</i>	guarantee the right to vote for all its citizens
<i>Now, I'll put in the correct answer.</i>	protect the natural rights of its citizens

Task

Students will identify traps in answer choices.

Delivery

Have a student read the text at the top of the page aloud. Give students a minute to look over the chart quietly. Explain what a distractor is and how it may confuse them. (A distractor is a choice that is designed to sound familiar or tempting, but doesn't actually answer the question.)

Moving On

“On the next page, you’ll come up with some distractors of your own.”

Try It Out! 

Choose a key term from history that you know a lot about. Write a multiple-choice question that has a variety of traps. Be sure to create three answer choices that are related to the question, but are not correct answers.

(1) _____

(2) _____

(3) _____

(4) _____

keep in mind

One reason predicting an answer is so important is that it helps you avoid these traps.

Ask a classmate to try out your question. Ask them why they eliminated wrong answers. Were your distractors effective?

Task

Student will create distractors for a test question.

Delivery

Have pairs of students complete the Try It Out exercise individually, referencing the material on the previous page if they find it helpful.

Once students have finished the Try It Out exercise, have them divide into pairs and complete the exercise at the bottom of the page.

Review answers as a group, discussing what makes a distractor effective. Call on several different pairs of students to share their answers. Make sure that students wrote three trap choices, as well as one correct choice. If students struggled to create traps, come up with one or two of your own to serve as models.

Try It Out: Sample Answers

The Industrial Revolution was a time when

- (1) people moved from cities to farms. (People moved to cities from farms: wrong answer.)
- (2) new technologies and markets were created that made life easier. (This is the correct answer.)
- (3) cities focused on pollution and overcrowding issues. (These are two results of the Industrial Revolution and they were not addressed at this time: wrong answer.)
- (4) factory workers fought for rights and achieved them easily. (Factory workers were underpaid and many children were put to work: wrong answer.)

Moving On

“Now let’s practice together.”

Guided Practice

- 1 Which of the following statements is correct regarding the outcome of the French and Indian War that ended with the Treaty of Paris in 1763?
- (1) The French sold the Louisiana territory to the United States government.
 - (2) France lost most of its colonies in North America.
 - (3) Canada became a colony of Spain.
 - (4) The Netherlands gave up New Amsterdam to the British.

STEP 1: Understand the Question

- *What do the signal words tell you?*
- *Recall the Bottom Line, Place, and Time of key terms.*
- *Restate the question in your own words.*

STEP 2: Predict

- *What are some possible answers?*

STEP 3: Eliminate

- *Eliminate any answer choice that is*
 - *a contradiction to your prediction.*
 - *inconsistent with the Bottom Line, Place, or Time.*
 - *true, but doesn't answer the question.*
 - *extreme in tone.*

STEP 4: Make an Educated Guess

What strategies and which parts of the 4-Step Method were most helpful for this question? Why?

Task

Students will listen as you use the 4-Step Method to model expert thinking.

Delivery

Work with students to complete the steps of the 4-Step Method for Multiple-Choice Questions, squiggling signal words, finding key terms, and so forth. Make sure that students see how using the method guides you to the correct answer by both seeking it actively and by eliminating wrong answers.

Pause after each step and ask students, “What part of this step was most helpful to my thinking?”

Guided Practice: Answers

STEP 1: Understand the Question

Signal word: “outcome” tells me that I am looking for a result of the French and Indian War that ended with the Treaty of Paris. Bottom Line: The French and Indian War was fought between the British and the French over territories in North America. Place: North America, including Canada. Time: The treaty was signed in 1763. Restate: Which answer shows a result of the French and Indian War that ended with the Treaty of Paris?

STEP 2: Predict

Predictions: They lost many people. They lost territory. They were overpowered by the British.

STEP 3: Eliminate

(1) The Louisiana Purchase occurred in the early 1800s: inconsistent with the Time. (2) France did lose a lot of their territories to the British. (3) Canada has British and French roots: inconsistent with the Bottom Line. (4) The Netherlands did not give up New Amsterdam to the British: inconsistent with the Bottom Line.

STEP 4: Make an Educated Guess

(2) is correct.

Moving On

“Now let’s try one more example.”

- 2 Serious differences between President Andrew Johnson and Congress regarding Reconstruction plans led to the
- (1) passage of Jim Crow laws
 - (2) impeachment of President Johnson
 - (3) election of President McKinley
 - (4) resignation of President Johnson

STEP 1: Understand the Question

- *What do the signal words tell you?*
- *Recall the Bottom Line, Place, and Time of key terms.*
- *Restate the question in your own words.*

STEP 2: Predict

- *What are some possible answers?*

STEP 3: Eliminate

- *Eliminate any answer choice that is*
 - *a contradiction to your prediction.*
 - *inconsistent with the Bottom Line, Place, or Time.*
 - *true, but doesn't answer the question.*
 - *extreme in tone.*

STEP 4: Make an Educated Guess

What strategies and which parts of the 4-Step Method were most helpful for this question? Why?

Task

Students will practice using the 4-Step Method on a test-like question.

Delivery

Have a student read the question aloud for the class.

Complete the 4-Step Method as a group, modeling the steps of the method for students.

Guided Practice: Answers

STEP 1: Understand the Question

Signal words: serious differences, led. Key word: Reconstruction. Bottom Line: President Johnson and Congress could not agree on a plan to rebuild the country during Reconstruction, causing a serious rift in the government. Place: United States. Time: This occurred in the late 1800s, after the Civil War ended. Restate: Reconstruction plans were such a major source of conflict between President Johnson and the Congress that the fighting led to what?

STEP 2: Predict

Prediction: vetoing bills, impeachment, inability to get bills passed, no reelection.

STEP 3: Eliminate

(1) These laws were created in response to Reconstruction—inconsistent with the Bottom Line. (2) He was impeached over the controversy. (3) McKinley wasn't elected until 1897—inconsistent with the Time. (4) This did not occur—inconsistent with the Bottom Line.

STEP 4: Make an Educated Guess

(2) is correct.

Moving On

“Now you’re ready to try one on your own. Make sure to complete Steps 1 and 2 for all four questions before turning the page.”

Independent Practice

You cannot answer the questions below because they have no answer choices. Focus for now on Steps 1 and 2 of the 4-Step Method.

- 1 One of the major reasons why there was disagreement over the ratification of the Constitution in 1787 was that, as originally written, the Constitution

Prediction: _____

- 2 The major reason the United States placed few restrictions on immigration during the 1800s was that

Prediction: _____

- 3 The rapid growth of urban populations at the end of the 19th century explains why

Prediction: _____

- 4 Which statement best explains a major cause of the Great Depression in the United States?

Prediction: _____

Reflection Questions

For which terms did you recall the Bottom Line, Place, and Time?

What signal words did you identify?

Compare your predictions with your classmates' predictions. Remember, even if you don't have confidence in your prediction, it can orient your thinking when you see the answer choices.

Task

Students will start an Independent Practice.

Delivery

Assign students the Independent Practice.

Independent Practice: Answers

- 1 Signal words: disagreement, ratification. Key terms: Constitution, originally written. Bottom Line: The Constitutional Convention met in 1787 to draft a new plan for government because the old document gave states too much power and did not include a president to lead the country. Place: Philadelphia. Time: 1787. Restatement: Based on the original written Constitution, what problem did the delegates face in 1787 in terms of ratifying the document? Prediction: Something was left out or not included in the Constitution. Some states wanted to keep all the power and refused to sign.
- 2 Signal words: reason, restriction. Key terms: United States, immigration. Bottom Line: During this time, new factories were booming, railroads were being built around the nation, and immigrants were used for cheap labor. Place: East to West, Atlantic coastlines. Time: 1800s. Restatement: Why were immigration restrictions limited during the 1800s? Prediction: People were needed to work. Railroads were being built. Immigrants helped the economy.
- 3 Signal words: growth, explains. Key terms: rapid, urban populations. Bottom Line: The increase in urbanization mandated that cities build bigger buildings to accommodate the large amounts of people at one time. Place: Major cities like New York, Chicago, and Boston. Time: 1800s. Restatement: Cities had to find new ways to house large amounts of people, so this occurred as a result. Prediction: There was more pollution. More housing had to be created.
- 4 Signal words: major cause. Key terms: Great Depression. Bottom Line: The Great Depression was caused primarily by poor monetary policies and the stock market crash of 1929. Place: Across the United States. Time: 1929–1930s. Restatement: Which of the following choices describes a cause of the Great Depression? Prediction: Money was being mismanaged by the government. People could not afford to buy manufactured products so businesses lost money.

Name _____

Date _____

Now that you have completed Steps 1 and 2 for all four questions, try to do Steps 3 and 4.

- 1 One of the major reasons why there was disagreement over the ratification of the Constitution in 1787 was that, as originally written, the Constitution
 - (1) was not based on important compromises
 - (2) did not contain a bill of rights to protect individuals
 - (3) did not outlaw slavery
 - (4) established a judicial branch of government

- 2 The major reason the United States placed few restrictions on immigration during the 1800s was that
 - (1) few Europeans wished to give up their economic security
 - (2) little opposition to immigration existed
 - (3) the growing economy needed a steady supply of cheap labor
 - (4) most immigrants spoke English and thus needed little or no education

- 3 The rapid growth of urban populations at the end of the 19th century explains why
 - (1) most people left the city for rural areas
 - (2) the federal government funded city housing projects
 - (3) many Americans emigrated to Europe
 - (4) there was a rapid growth in the building of tenements

- 4 Which statement best explains a major cause of the Great Depression in the United States?
 - (1) High income taxes forced many workers into poverty.
 - (2) Factories and farms produced more products than Americans could afford to buy.
 - (3) The government controlled almost every aspect of the American economy.
 - (4) Large quantities of foreign imports forced American companies out of business.

Answers

1

2

3

4

Task

Students will continue the Independent Practice.

Independent Practice: Answers

1 (2)

(1) There were compromises from the beginning—inconsistent with the Bottom Line. (2) Maybe right—the Bill of Rights was added later. (3) The original document did outlaw slavery after 1808—inconsistent with the Bottom Line. (4) The judicial branch was not the issue—inconsistent with the Bottom Line.

2 (3)

(1) Many Europeans came to the U.S. for jobs—inconsistent with the Bottom Line. (2) Many people called Nativists did not like immigrants—inconsistent with the Bottom Line. (3) The immigrants provide cheap labor, which was in demand at that time—sounds good. (4) Many immigrants did not speak English—this statement is not true. Eliminate (1), (2), and (4).

3 (4)

(1) Most people came from rural areas to the city—inconsistent with the Bottom Line. (2) The federal government funded housing projects at a later date—inconsistent with the Time. (3) Most people were trying to come here for jobs—inconsistent with the Place. (4) There was a rapid growth and people needed housing—this sounds right. Eliminate (1), (2), and (3).

4 (2)

(1) Not sure. (2) Maybe right—This sounds familiar; people could afford to buy things. (3) I think most companies were in primary control of their businesses—inconsistent with the Bottom Line. (4) Many companies were making their own products in the U.S.—inconsistent with the Bottom Line. Eliminate (3) and (4). Choose between (1) and (2).

Moving On

“Now it’s time to practice what you’ve learned under test-like conditions.”

Name _____ Date _____

Test Practice

When your teacher tells you, carefully tear out this page. Then, begin working.

Answer Sheet

- | | |
|---------|----------|
| 1 | 6 |
| 2 | 7 |
| 3 | 8 |
| 4 | 9 |
| 5 | 10 |

Task

Students will answer questions under test-like conditions.

Teacher's Note

This section of the *Advantage* unit should replicate testing conditions as much as possible. Do not answer questions or help students during this section. If you notice students having trouble, make note of it so that you can discuss it later.

Delivery

Assign students the Test Practice. Have them tear out the Answer Sheet and use it to answer all of the questions in the Test Practice.



Moving On

"You may now begin working. You have 15 minutes."

Name _____

Date _____

- 1 The main reason for Jamestown's ultimate commercial success in the 1600s was
 - (1) the realization that selling cotton would help the colony compete in the world market
 - (2) the religious devotion of many in the community
 - (3) the rise of tobacco as the main export
 - (4) England's permission to let colonists manufacture their own necessary goods

- 2 The authors of the Articles of Confederation established a decentralized political system because they wanted to
 - (1) cancel state debts incurred during the Revolutionary War
 - (2) assist the southern states in their efforts to gain a manufacturing base
 - (3) promote the common goal of national sovereignty
 - (4) prevent the abuses of power that had existed under British rule

- 3 Which institution developed outside the limits of the written constitution of the United States?
 - (1) political parties
 - (2) executive branch
 - (3) electoral college
 - (4) Supreme Court

- 4 Southern states began to secede from the Union as a result of the
 - (1) passage of the Fugitive Slave Law
 - (2) desire of Congress to outlaw slavery
 - (3) election of Abraham Lincoln
 - (4) the passage of Kansas-Nebraska Act

Test Practice: Answers

1 (3) Cause/Effect Question

Signal words: reason, success. Bottom Line: Jamestown was located on the James River with access to Chesapeake Bay. Place: Virginia. Time: 1600s. Restatement: What led to Jamestown's success as a colony? Prediction: Jamestown was successful because of its location, as well as its resources for growing tobacco.

(1) inconsistent with the Time—Growing cotton came later in the colonial period. (2) inconsistent with the Bottom Line—Religion does not explain how colonists made money. (3) Maybe right—The area was perfect for growing tobacco. (4) inconsistent with the Bottom Line—England wanted to make money from them.

2 (4) Cause/Effect Question

Signal words: established, wanted to. Bottom Line: The framers wanted to create three equal branches of government so no one branch had more power than the other. Place: United States. Time: 1700s. Restatement: A decentralized political system was created in the Articles of Confederation in order to; Prediction: They wanted to keep the power equal.

(1) inconsistent with the Bottom Line—The articles are about laws, not collecting debt. (2) inconsistent with the Time—Manufacturing didn't arise until much later. (3) Maybe right—I'm not sure what "sovereignty" means. (4) This makes sense based on my prediction.

3 (1) Thematic Question

Signal words: developed, limits. Bottom Line: The Constitution explained the roles of the elements of government. Place: United States. Time: 1700s. Restatement: Which of the following was not established by the U.S. Constitution? Prediction: Something that's not a branch of government.

Eliminate (2), (3), and (4) since they were all mentioned in and protected by the Constitution, and this would be inconsistent with the Bottom Line.

4 (3) Cause/Effect Question

Signal words: secede, result. Bottom Line: The southern states formed their own government called the Confederate States of America. Place: Southern United States. Time: 1800s. Restatement: Why did southern states secede? Prediction: Did not like policies of government.

(1) inconsistent with the Bottom Line—This was in the best interest of slaveholding states. (2) Not sure. (3) Sounds good—they seceded because they didn't agree with his policies. (4) inconsistent with the Time—This occurred at a different time.

Name _____

Date _____

- 5 Which of the following occurred as a result of the other three?
- (1) the use of children in factory work
 - (2) the formation of labor unions
 - (3) unsafe working conditions
 - (4) long hours and low wages
- 6 In the late 1800s, the goal of the federal government's policy toward Native Americans was to
- (1) increase the landholding of western tribes
 - (2) grant them full citizenship and due process
 - (3) destroy tribal bonds, and thus weaken their traditional cultural values
 - (4) give tribal groups authority over their own affairs
- 7 Changes in government, public health, and business practices at the end of the 19th and beginning of the 20th centuries occurred as a result of the efforts of
- (1) southern abolitionists
 - (2) northern carpetbaggers
 - (3) progressive reformers
 - (4) Federalists
- 8 The United States became involved in World War II primarily because
- (1) Germany and Japan achieved important military successes in Europe and Asia
 - (2) Germany refused to pay its war debts from World War I
 - (3) European democracies supported the United States' policies toward Germany and Japan
 - (4) President Franklin D. Roosevelt did not enforce the Neutrality Acts

Test Practice: Answers

5 (2) Cause/Effect Question

Signal word: result. Bottom Line: Poor working conditions, long hours and child labor sparked the rise of labor unions. Time: Industrial Revolution. Place: factories in the United States. Restatement: Of the following choices, which happened because of the others? Prediction: People worked long hours and could not make changes for fear of being fired; no protection.

(1) inconsistent with the Bottom Line—Children in factories were a cause, not a result. (2) This sounds right. (3) inconsistent with the Bottom Line—This sounds like a cause. (4) inconsistent with the Bottom Line—This also sounds like a cause.

6 (3) Cause/Effect Question

Signal words: goal, toward. Bottom Line: Native Americans lost land and rights. Time: 1800s. Place: western, southern United States. Restatement: What did U.S. policies do to Native Americans in the 1800s? Prediction: land taken away, discrimination.

(1) inconsistent with the Bottom Line—Lands were being taken away. (2) inconsistent with the Bottom Line—They had rights taken away. (3) this sounds right—Native Americans were losing land and culture. (4) inconsistent with the Bottom Line—This did not occur.

7 (3) Cause/Effect Question

Signal words: changes, practices, result. Bottom Line: These are all changes that occurred as a result of reform movements. Time: late 19th–early 20th century. Place: All over the United States. Restatement: What caused these changes? Prediction: some kind of reform.

(1) inconsistent with the Bottom Line—Abolitionists dealt with banning slavery. (2) Not sure what this is. (3) Sounds familiar—Reformers make changes. (4) inconsistent with the Time—Federalists were from a different time.

8 (1) Generalization Question

Signal words: involved, primarily. Bottom Line: Japan attacked Pearl Harbor. Place: Europe, Asia, United States. Time: 1940s. Restatement: Why did the U.S. enter WWII? Prediction: Pearl Harbor, national defense was threatened.

(1) Maybe right—Pearl Harbor was a “major military success.” (2) inconsistent with the Bottom Line—That didn’t cause the U.S. to get involved. (3) inconsistent with the Bottom Line—Europe was fighting Germany and Japan. (4) Not sure, but doesn’t sound like Pearl Harbor.

Name _____

Date _____

- 9 One important result of the McCarthy Era of the 1950s was the realization that
- (1) large numbers of Soviet agents had infiltrated high levels of the federal government
 - (2) fears of subversion could lead to the erosion of constitutional liberties
 - (3) communism gains influence in times of economic prosperity
 - (4) loyalty oaths by government employees prevent espionage
- 10 The Watergate investigation during President Richard Nixon's administration demonstrated that
- (1) separation of powers works effectively
 - (2) Congress had lost much of its power and influence
 - (3) impeachment is the only way for a president to leave office
 - (4) the military has a great influence on government

Test Practice: Answers

9 (2) Vocabulary Term Question

Signal words: result, realization. Bottom Line: There was a witch hunt for communists in the United States. Time: 1950s. Place: All over the U.S. Restatement: What occurred as a result of the McCarthy era? Prediction: People thought to be communists were arrested on suspicion.

(1) inconsistent with the Bottom Line—This was never found to be true. (2) Maybe right. (3) inconsistent with the Bottom Line—This was not found to be true. (4) Not sure.

10 (1) Cause/Effect Question

Signal words: investigation, demonstrated. Bottom Line: Richard Nixon was investigated for the scandal at the Watergate Hotel that involved phone tapping and other illegal activities. Place: Washington, D.C. Time: 1970s. Restatement: What did Watergate show?

(1) This sounds right. (2) inconsistent with the Bottom Line —Congress helped to impeach the president. (3) inconsistent with the Bottom Line—Nixon resigned from office. (4) inconsistent with the Bottom Line—The military was not involved.

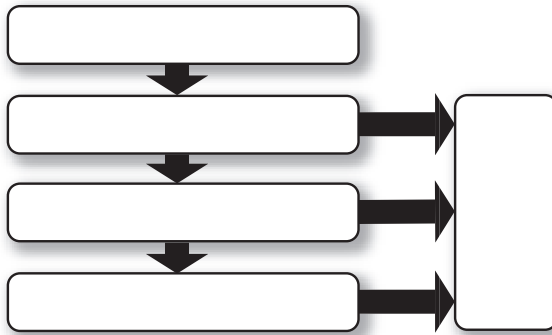
Moving On

“Now let’s take a minute to review what we learned in Unit 2.”

Unit 2 ReKAP

Fill in the blanks to review what you have learned in this unit.

1. Fill in the graphic organizer below with the 4-Step Method for Multiple-Choice Questions.



2. The three things to do during Step 1 of the 4-Step Method are:

- Squiggle the _____
- Underline the _____ and recall the _____, _____, and _____.
- _____ the question.

3. Explain why the order of all four steps is important.

4. In the past, which step did you usually skip?
How will doing that step now help you?

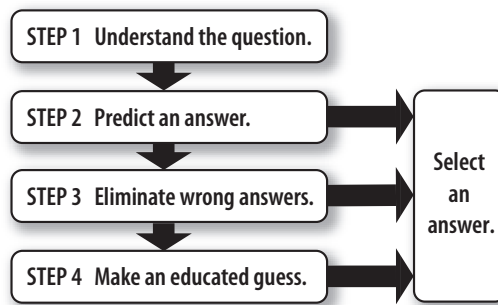
Task

Students will review what they have learned in Unit 2.

Delivery

The ReKAP exercise can be a useful homework or introductory activity for a day following the lesson. It can also serve as a quick review before the Test Practice exercise if it has been a day or more since students worked through the unit. You may allow students to use their notes if you choose, or have them work solely from memory.

ReKAP: Answers



2. The three things to do during Step 1 of the 4-Step Method are:

- Squiggle the signal words.
- Underline the key term and recall the Bottom Line, Place, and Time.
- Restate the question.

3. Explain why the order of all 4 steps is important.

If you take time to understand the question, you can focus on what's important and save time. If you then predict an answer, you'll be less likely to fall for tempting wrong answers. If you eliminate wrong answers, you improve your chances of getting the question right.

4. Answers will vary.

Moving Beyond

Use the following activities throughout the year to help your students develop confidence working with the 4-Step Method.

1. Have students draw a poster of the 4-Step Method flow chart.
2. Ask students to make flow charts for other common processes they do, such as learning a new sports skill.
3. Use the 4-Step Method in tests you give during the year.

