Understanding the CRQ <mark>(Updated July 2023)</mark>

Document 1
Question 1

Historical/Geographic Context

[May be a primary or secondary source]

The response to question 1 requires the student to include historical circumstances
OR
to include geographic context.

Document 2
Questions 2

Sourcing

[May be a primary or a secondary source]

The response to question 2a provides the opportunity for students to address

Bias ***OR***

- Point of View ***OR***
- Audience ***OR***
- Purpose

Documents 1 and 2
Question 3

Relationship between Document 1 & Document 2

[Synthesis]

The response to question 3 will be based on relationships between documents 1 and 2 allowing students to identify and explain these relationships:

- Identify and Explain a **Cause-and-Effect** relationship between the events and/or ideas
- Identify a **Turning Point directly associated with** the historical developments related to both documents AND Explain how the turning point you identified created significant change
- Identify a **Similarity** or a **Difference** between XXX and YYY AND Explain why it is a similarity or a difference

The response to question 3 ***must*** include evidence from ***both*** documents 1 and 2.1

Understanding the CRQ

Short-Answer Constructed-Response Question (CRQ) Set Types

Always	One of the Following	
Causation: Cause & Effect	Turning Point	Comparison: Similarities & Differences
Student uses information from Document 1 to respond. **Question 1** — Historical/geographic context: Requires response to address the historical circumstances geographic context [1]	Student uses information from Document 1 to respond. **Question 1** — Historical/geographic context: Requires response to address the historical circumstances geographic context [1]	Student uses information from Document 1 to respond. **Question 1** — Historical/geographic context: Requires response to address the historical circumstances geographic context [1]
Student uses information from Document 2 to respond. **Question 2** — Requires response to provide information about bias, point of view, audience, purpose [1]	Student uses information from Document 2 to respond. **Question 2** — Requires response to provide information about bias, point of view, audience, purpose [1]	Student uses information from Document 2 to respond. **Question 2** — Requires response to provide information about bias, point of view, audience, purpose [1]
Student uses information from Documents 1 & 2 to respond. **Question 3 —** Requires response to identify a cause-and-effect relationship between events, ideas, or historical developments [1]	Student uses information from Documents 1 & 2 to respond. **Question 3a —** Requires response to identify a turning point directly associated with the historical developments [1] **Question 3b** — Requires response to explain how the turning point identified created significant change [1]	Student uses information from Documents 1 & 2 to respond. **Question 3a —** Requires response to identify a similarity or a difference between the events, ideas, or historical developments [1] **Question 3b** — Requires response to explain a similarity or a difference between the events, ideas, or historical developments [1]
3 Points	4 Points	3 Points

Questions 1, 2, and 3 of CRQ

Identify—means to put a name to or to name.

Explain—means to make plain

Question 3—Turning Point

Questions 3a and 3b
- **Turning point**—is a major event, idea, or historical development that brings about significant change. It can be local, regional, national, or global.

  Responses will need to both identify the turning point *and* explain why it is a turning point. The explanation *must* include evidence from *both* documents 1 and 2.

Scoring Note: If a response

Questions 1, 2 and 3 of the CRQ

Primary Source: For historians, primary sources are materials from the time period being studied. These original documents offer the freshness that comes from direct personal observation, but lack the benefit that only comes from hindsight. These materials include letters, speeches, diaries, newspaper articles, oral history interviews, documents, photographs, and artifacts. They can also include less obvious sources (songs, plays, poems, advertisements, survey data, legal documents, and financial documents) as long as they come directly from the time period in question and provide relevant historical evidence.

Secondary Source: For historians, secondary sources are works of synthesis, analysis, and interpretation based on primary sources as well as the work of other authors. Some examples include textbooks, history books, scholarly journal articles, biographies, and encyclopedias. Secondary sources are interpretive works created or written *after* the time period being studied and have the benefit of hindsight, but lack the benefit of immediacy.

Considerations when using historical sources:
- Meanings of words sometimes change over time.
- Values can be different in different time periods as well as in different cultures.

Document 1 may be a primary source or a secondary source.

Document 2 maybe a primary or secondary source.

Analysis of Sources

Question 2of the CRQ

Evidence: Evidence refers to information or details from a source that can be used for a

Question 2 of CRQ

Bias: Bias refers to one-sidedness. It always implies the opposite of objectivity. Instead of presenting facts in a neutral way, without inserting one's particular slant or opinion, bias is usually expressed in one of several ways:
- Through the use of "loaded" language, including appeals to emotion, exaggeration, or propaganda designed to frame a person, event, group, or institution in an overly positive or overly negative manner, e.g., the wicked, barbaric soldiers who rampage the countryside, wantonly destroying the property of innocent, unsuspecting civilians
- Through the deliberate inclusion or deliberate exclusion of certain facts to support a particular interpretation, including a lack of balance or an argument where only one side is presented and specific details are overemphasized, downplayed, or omitted
- Through character attacks and slurs, including subjective statements against a particular race, nation, or group within a society

An author may have a reason for being one-sided. Bias may result from limited access to information, unquestioned traditions, and/or life experiences. Unreasoned judgment or a prejudiced outlook can produce bias. Bias may be indicated by knowledge about the background of the author who may have a specific point of view: political, economic, social, religious, or moral.

Being biased does not limit the value of a source; however, it does affect how evidence from the biased source is used.

Scoring Note: When answering question 2a, a response cannot simply state the author is biased. It must explain the answer by stating which part of the story the author left out or what the author inaccurately reported.

Point of View: Point of view is an opinion. Historians use point of view *differently* than English teachers who define point of view as first person, second person, and third person.

Difference between point of view and bias: Point of view and bias exist on a spectrum between objectivity and subjectivity. An author may express an objective point of view on an issue in a balanced way OR may express an opinion that shows bias by providing unreasoned or poorly supported beliefs and/or strong personal feelings.

Audience: Audience refers to the group for whom a given document or source was produced or intended. When thinking about audience ask:
- Why does this work/document exist?
- Who was the author thinking would receive this work/document?
- Does the author of the work/document indicate who the intended audience is?

Purpose: Purpose refers to the reason a record, document, or source was produced.
When thinking about purpose ask:
- Why does this work/document exist?
- Why did the author create this work/document?
- What is the intent of this work/document?

Some documents will include background/contextual information. If included, this information will appear above the document and should be considered as part of the document. Sourcing citation information will always appear below the document and should be considered as part of the document.

Example of the layout for a document:

Be sure all parts of the document : background/context, content of the document, and sourcing

References:

- Bailyn, Bernard. *On*