



Learning Project 9 Recognizing the Types of Questions

Inquiry Activity 9-2: Answering Different Types of Questions

(Note: Italicized portions should be directed to the students.)

1. Identifying the Problem (Items 17-19 Social Studies PA)

Look over the passage. What are you being asked to read?

Does the text offer any clues to the topic or what is important?

The passage has no headers, no subtitles, and no bold or italic type. It presents a very bland, boring, and uninformative face to the reader, and it offers no contextual clues as to what the most important ideas or passages may be. Recognizing and understanding forms of government is of primary importance for the understanding of both history and government.



This grouping also shows very clearly the test-taking strategy that passages having more than one question will have the questions in sequential order with the passage. That is, the answer to the first question is found early in the passage, that for the second is found midway through the passage, and the answer to the last question is at the end of the passage.

Where have you seen passages like this before?

This is a standard textbook style.

What will you have to do to be successful in this Activity?

Jot down your thoughts, or share them with your partner.

Questions 17 through 19 refer to the following information.

The governments of Canada and the United States are federal systems (that is, power is divided between the national government and smaller, subnational governments.) In the United States, power is divided between the central government and fifty states. In Canada, separate powers are assigned to the national government and to the governments of the ten provinces and the territories. In both countries some powers, such as the right to coin money or manage foreign affairs, may be exercised only by the national government. By contrast, states and provinces exercise important powers over education and local property.

Under federalism, the central and subnational powers also share many powers. In Canada and the United States, the national government works with the provinces or states to combat crime, clean the environment, and provide for the needy. Although the United States and Canada rank among the world's most affluent nations, their citizens include the disabled, the unemployed, and single parents who cannot earn enough to provide for their children.

In the United States a needy single parent may receive payments from federal and state governments, medical care funded by both levels of government, and food stamps financed by the national government. In Canada, the national and provincial governments contribute to some health care for all citizens. Needy single parents may obtain food and shelter benefits by applying through local and provincial governments.



Since welfare benefits are financed partially by state or provincial governments, they may vary according to where one lives. The welfare check of a single parent in Nova Scotia may be very different from that of a single parent in Alberta. Similarly, U.S. welfare benefits differ greatly from Maine to California.

17. Which of the following is a federal system of government?

- (1) In New Zealand, power is exercised by a popularly elected parliament.
- (2) In Saudi Arabia, the king holds all executive and legislative powers.
- (3) In France, the constitution provides that all major powers are exercised by the National Assembly and Ministries in Paris.
- (4) In England, all important powers are vested in the national parliament in London.
- (5) In Mexico, power is divided between the national government and the governments of thirty-one states.

18. Which of the following is a reason for adopting a federal system of government?

- (1) Power should be concentrated in the hands of a few people at the national level.
- (2) Governments would have very little influence in peoples' lives.
- (3) Governments would respond differently to national and local issues.
- (4) Fewer elected officials would be needed.
- (5) Local governments would give up all of their power.

19. Which of the following comparisons between the United States and Canada is supported by the information?

- (1) The national government in Canada is more powerful than the national government in the United States.
- (2) Both U. S. and Canadian national and subnational governments provide benefits to needy citizens.
- (3) States in the United States are larger than provinces in Canada.
- (4) A greater number of poor people live in Canada than in the United States.
- (5) Both the U. S. and Canadian national governments pay for unlimited amounts of health care for their citizens.

2. Becoming Familiar with the Problem


Scan the passage, and ask yourself questions like the following as your first step to understanding the passage.

What do you notice about the organization of this passage?

What is the topic of this passage?

What do you know about the topic of this passage from your own experience or reading?

Many of the class members have lived under the federal form of government all their lives. Some of your learners, particularly those who were born in other countries, may have experienced other types of federal government; this would be a good place to encourage their participation. Still others may have had very different experiences and would be interested in sharing.

 You may want to be sure that learners understand that question 19 is asking learners to compare and contrast. Learners need to understand the similarity-and-difference categorization, which is also useful in writing exercises.

Many will recognize some of the issues between states and national government that have created problems. "States rights" is a term that has particular meaning to Virginians.



You may want to conduct a burst lecture here on the differences between federal, parliamentary, and autocratic governments. This would be an excellent opportunity for your learners to create charts outlining the types and the manner in which the powers are exhibited. This chart could be an excellent basis for compare/contrast.

Are you interested in learning about the different kinds of governments?

Now, read the questions. What are you being asked to find out?

3. Planning, Assigning, and Performing Tasks

Planning: *You may decide to work by yourself, in a pair, or a small group to do this Activity.*

Assigning: *Decide who will read the passage, when you will stop to discuss the material presented, and who will lead the discussion.*

Doing the Work: *Read the passage and answer the questions.*

Clarify: *Find and mark any words you might not know. Does the passage give enough information to clarify the words you do not know? If not, find the meaning by asking someone or looking it up.*

Analyze: *Remind yourself what each question is asking you to do, as you determined with your partner in the previous (9-1) IA.*

If your learners are having trouble with this complicated passage, you might encourage them to use a graphic organizer to break down the facts and present them in a visual manner. You could also use the summarizing strategy presented in Reading Inquiry Activity 4-1.

The answer to question 17 is (5) Mexico has a federal government as indicated by the information in the answer. New Zealand and England (Choices 1 and 4) both follow a parliamentary form of government. France (choice 3) is a national system, and (2) Saudi Arabia is a totalitarian monarchy.

What parts of the passage support your answers?



This is an excellent opportunity to have your learners understand that the questions are in sequential order. The information they need for 17 is in the first paragraph. The information they need to analyze for question 18 is in the second and third paragraphs. The information for the last question is in the third and fourth paragraphs.

Are all monarchies totalitarian? Can you give some examples of constitutional monarchies?

Great Britain, Norway, Sweden, and The Netherlands come readily to mind. Also, Greece and Spain have restored their respective kings after years of living under a dictatorship.

Be able to defend your answers and the ways you found them.

4. Sharing with Others

Telling people what you know helps you understand the material better. Take this opportunity not only to share the knowledge, but also to learn it more completely.

Small groups: *Compare the answers you found with others in the group. Discuss the methods you used to find the answers, the support for your answers in the passage, and the reasons each learner thinks his/her answers and support are correct.*

Agree on the correct answers and the strategy you would use for answering questions that ask you to draw conclusions from what you have read.

Whole class: *Share with the whole class the steps you used to answer the questions. Take notes on any different ways of answering the questions other groups gave.*



5. Reflecting, Extending, Evaluating

Reflecting: Think about what you have learned.

Here are some questions to start your thinking about the experiences you just had. Thinking about what you have learned and experienced is part of the learning process. When the focus is only on the answer, you don't get much time to think about what was learned.

1. *Did knowing the types of questions and what you needed to do to answer them correctly help you in doing this Activity? Explain.*
2. *State the ways you used to find the answers the questions in this IA. Explain why those worked for you.*
3. *Was this an easy or difficult passage for you to read and understand? Explain.*

Extending: Extend what you learned to new situations.

In extending, you are being asked to transfer the information presented in this Inquiry Activity to other information or situations.

1. *In your groups, look for information that explains how the founding fathers of the United States decided upon the federal form of government.*

You may find some information on The Articles of Confederation, Shay's Rebellion, the Constitutional Convention, and the Federalist Papers helpful for your learners. Much of this is available on line at: www.archives.gov/

2. *Write an essay that explains some aspect of the federal system of government as we experience it now. Use your essay to explain the name of our country.*
3. *Using some of the reference materials provided by your instructor, write another multiple-choice question about forms of government.*
4. *Using newspaper stories and television news reports about the changing government forms in Middle East and eastern European countries, have a discussion in your small groups about the pros and cons of each of the forms of government.*

With the high profile of the Mid-East currently, you may find interest in your class about the different types of governments in the various countries there. Again, a chart showing the differing styles and uses of power would be very interesting.

5. *Write multiple-choice questions that ask for definitions of the types of power reserved for states and the powers reserved for the federal government, or make a chart that shows these.*

Evaluating: Assess what you learned and how you learned it.

In this last step, you get a chance to review the content of what you learned and the methods used to learn. These questions have no right or wrong answers. This is your chance to look more closely at your learning style and the opportunity to state how you benefited or did not benefit from the content and/or the methods presented in this IA.

1. *What parts of the activity worked best for you? Explain.*
2. *What parts did not work well for you? Explain.*
3. *What ideas in this Inquiry Activity will you use when taking the GED test? Why?*
4. *How does following this 5-step format make you feel?*



Appendices

