

THE UNIVERSITY OF THE STATE OF NEW YORK

GRADE 5

ELEMENTARY-LEVEL SOCIAL STUDIES TEST

BOOKLET 2

DOCUMENT-BASED QUESTION (DBQ)

NOVEMBER 15, 2001

Student Name _____

School Name _____

Print your name and the name of your school on the lines above.

The test has three parts. Today you will take Part III of the test.

Part III is based on several documents.

Part III A contains the documents. Each document is followed by one or more questions. Write your answer to each question in this test booklet in the space provided.

Part III B contains one essay question based on the documents. Write your answer to this question in the separate essay answer booklet, beginning on the first page of the booklet.

You will have $1\frac{1}{2}$ hours to answer the questions in Booklet 2 and write your essay.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO

Part III

DOCUMENT-BASED QUESTION

Directions: The task below is based on documents 1 through 7. This task is designed to test your ability to work with historical documents. Look at each document and answer the question or questions after each document. Use your answers to the questions to help you write your essay.

Historical Background:

The native peoples of New York State have always used nature and natural resources to meet their needs and wants.

Task:

For Part A, read *each* document carefully and answer the question or questions after each document. Then read the directions for Part B and write your essay.

For Part B, use the information from the documents, your answers to the questions in Part A, and your knowledge of social studies to write a well-organized essay. In your essay you should:

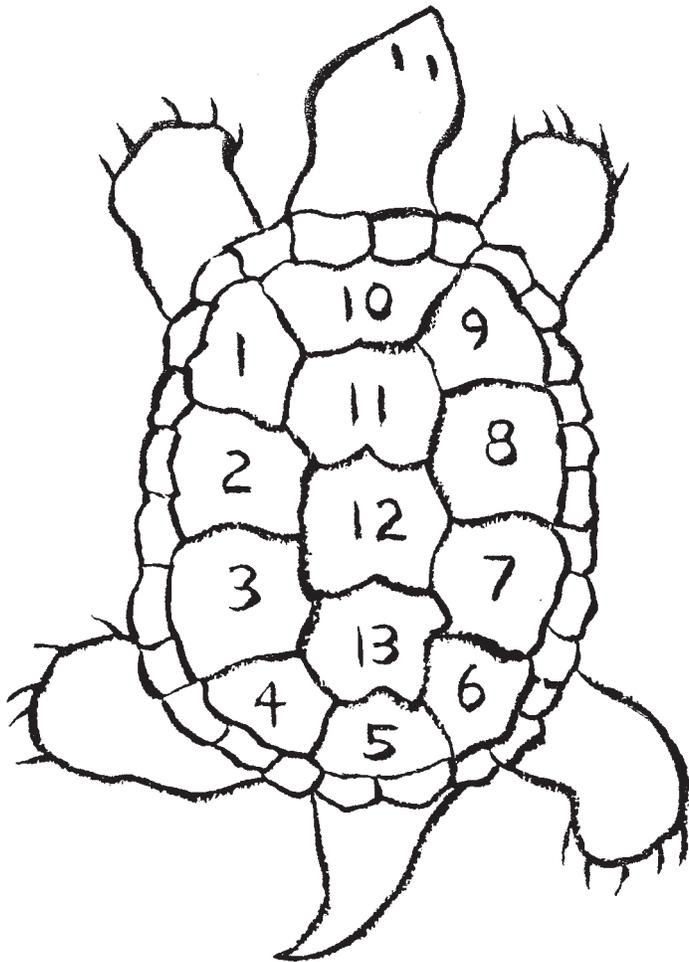
- Tell how the Iroquois (Haudenosaunee) have used nature and the natural resources around them to meet their needs and wants

Part A

Short-Answer Questions

Directions: Read each document and answer the question or questions that follow each document in the space provided.

Document 1



The native people of North America have always depended upon the natural world for their survival. Watching the changes going on in the natural world with each season, they also look up into the sky and see it changing. In many parts of North America, the native people relate the cycles of the moon (called Grandmother Moon by many Native Americans) to those seasons. In every year, there are thirteen of those eight days from one new moon to the next.

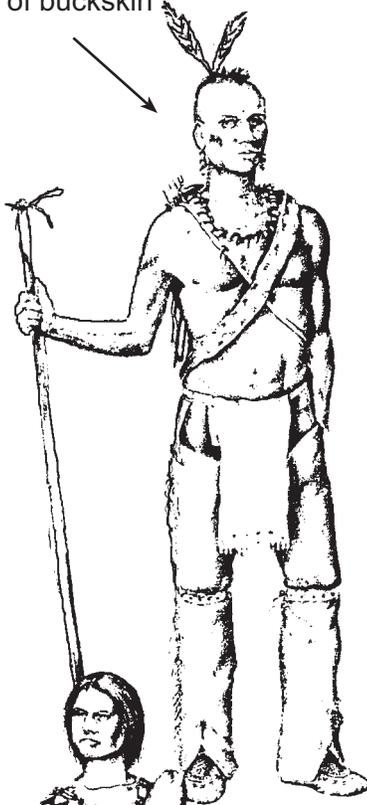
Many Native American people look at the turtle's back as a sort of calendar, with its pattern of thirteen large scales standing for the thirteen moons in each year, and twenty-eight smaller scales standing for the twenty-eight days between each new moon. It reminds them that all things are connected and that they must try to live in balance.

1 Tell how Native Americans have used the turtle to explain changes in their natural world. [2]

Score

Document 2

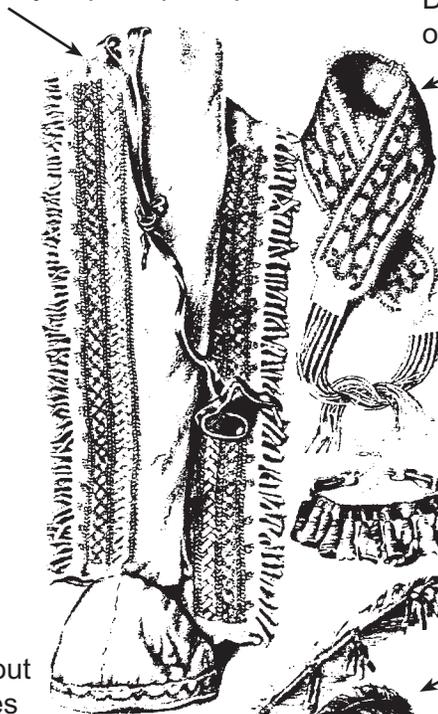
Man's summer clothing made of buckskin



Woman's summer dress made of buckskin



Deerskin leggings decorated with dyed porcupine quills



Deerskin shoulder strap or waist belt

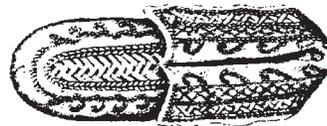
Deerskin cap placed inside the headdress



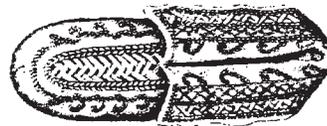
Seneca headdress of wood splints topped with eagle feathers



Rattle made out of deer hooves worn strapped to the knee of a false-face dancer



Man's moccasin decorated with dyed porcupine quills

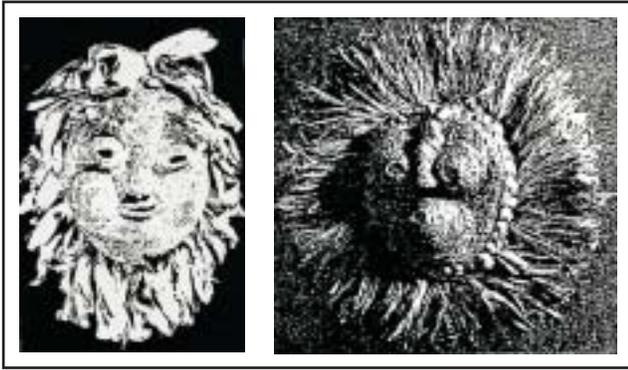


2 Based on the document on page 4, complete the chart below by listing three examples of the Iroquois using different parts of animals to make their clothing. In Column I, tell the exact part of the animal used. In Column II, name specific clothing made from the animal part listed in Column I. [3]

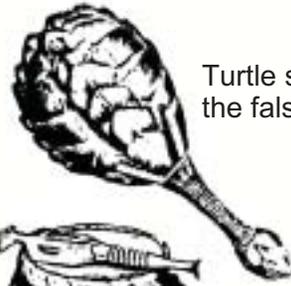
| Column I Animal Part Used | Column II Clothing Made |
|--|--|
| (1) _____ | (1) _____ Score <input type="text"/> |
| (2) _____ | (2) _____ Score <input type="text"/> |
| (3) _____ | (3) _____ Score <input type="text"/> |

Document 3

Ceremonial Objects:



Husk Faces, also called “bushy head” or “fuzzy hair” masks, represent the supernaturals who taught humans how to hunt and farm. They are made by women from braided dried cornhusks.



Turtle shell rattle used in the false-face ceremony



Burl drum filled with water, used in the eagle dance



Five-feathered fan used in the eagle dance



Horn rattle used in the eagle dance

3 Based on this document, list **two** examples of how the Iroquois have used plants or animals to make objects for their special ceremonies. [2]

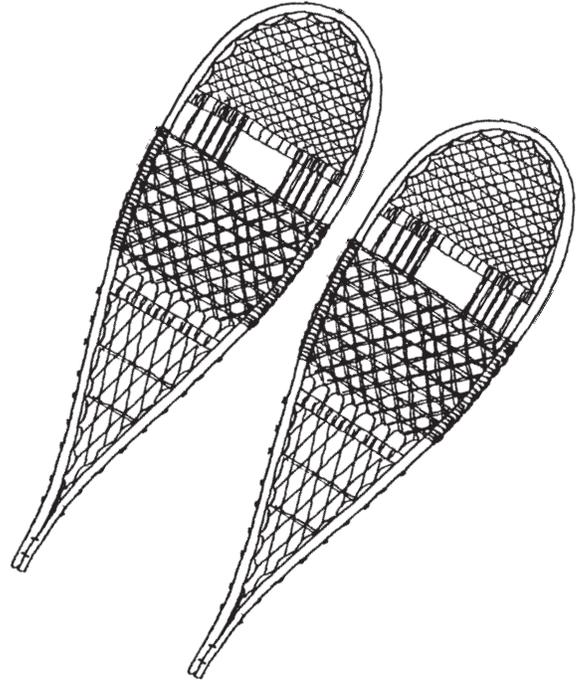
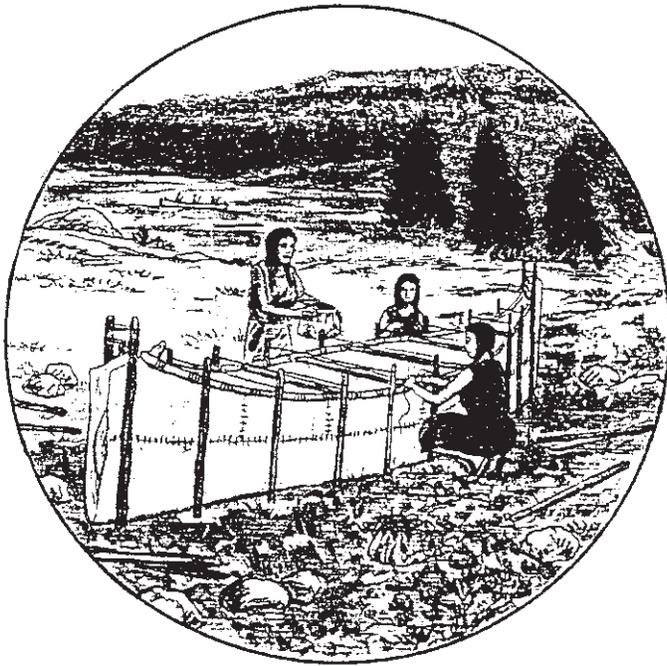
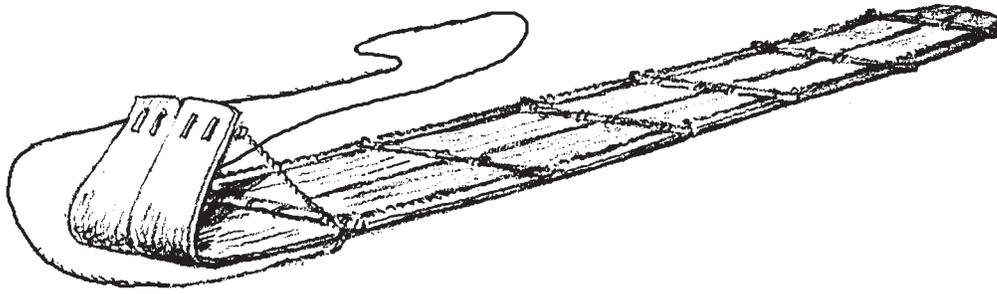
(1) _____

Score

(2) _____

Score

Document 4



4 Based on these drawings, tell *three* ways the Iroquois have used trees to meet their transportation needs. [3]

(1) _____

Score

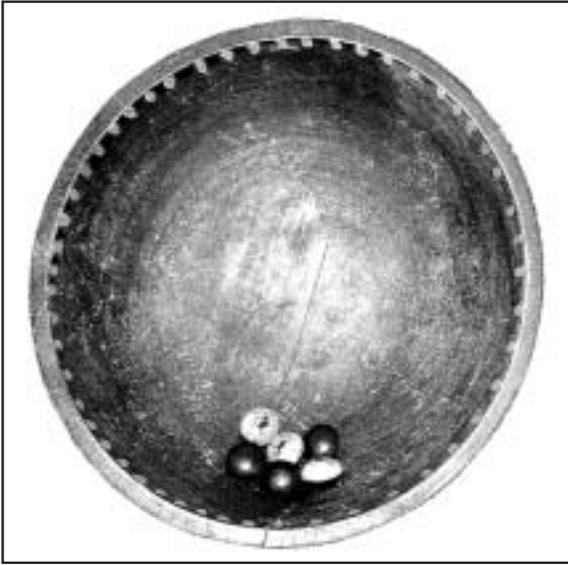
(2) _____

Score

(3) _____

Score

Document 5



Bowl and markers for the Peach Pit Game

The Peach Pit Game

A favorite game played at the Green Corn Festival is the Peach Pit Game. The rules of the game are simple. Six peach pits are painted with a color on one side. The pits are placed in a wooden bowl. The player raps the bowl sharply on the ground, and the pits bounce. Points are scored on how many pits turn up the same color.

The game may go on for days before there is a winner. People place bets on who the winner will be. Clans often compete with each other.

This game reminds the people that material wealth is not important. Players bet with a favorite possession, such as a ribbon shirt or a turtle rattle. If this is lost to the other player, the belief is that the item will be waiting for the person in the “next world.”

5 Based on this picture and the reading passage, name **two** different objects from nature that the Iroquois have used in making and playing the Peach Pit Game. [2]

(1) _____

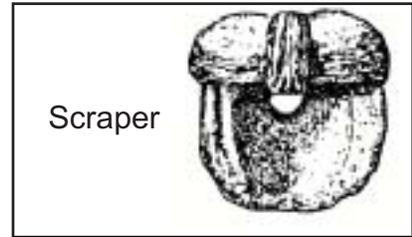
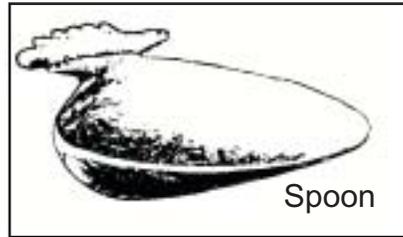
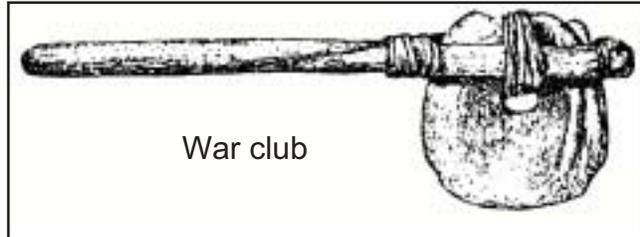
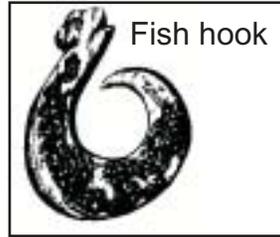
Score

(2) _____

Score

Document 6

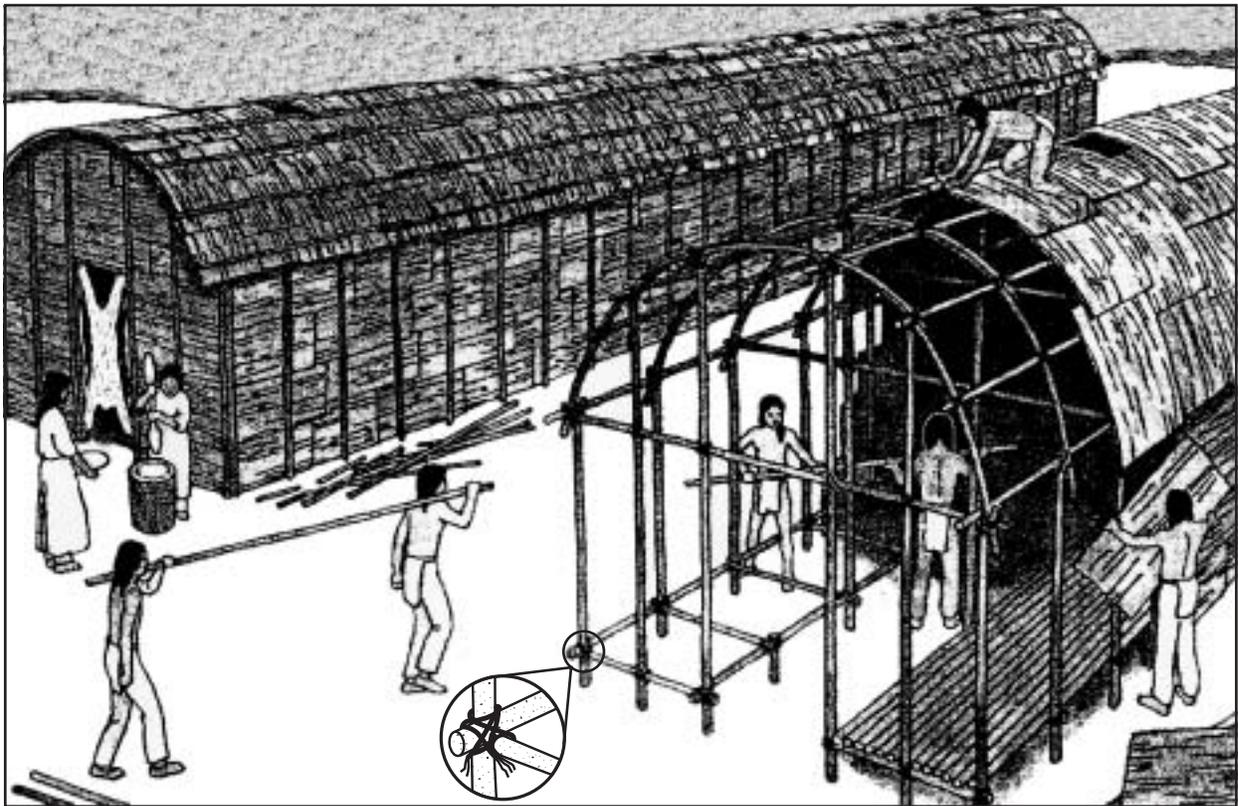
Iroquois Objects Made from Shells



6 Choose **two** Iroquois objects and explain how each one has been used in daily life. Be sure to match the object with its daily use. [2]

| Object | How Used in Daily Life |
|-----------|---|
| (1) _____ | (1) _____ _____ _____ Score <input type="text"/> |
| (2) _____ | (2) _____ _____ _____ Score <input type="text"/> |

Document 7



Iroquois building longhouses

7 Using the picture above, list **two** different natural resources or parts of a natural resource that the Iroquois have used to meet their need for shelter. Then tell **how** each resource has been used. [4]

(1) Name one natural resource.

_____ Score

Tell how it has been used.

_____ Score

(2) Name another natural resource.

_____ Score

Tell how it has been used.

_____ Score

Part B

Essay

Directions: Write a well-organized essay using the documents, the answers to the questions in Part A, and your knowledge of social studies.

Historical Background:

The native peoples of New York State have always used nature and natural resources to meet their needs and wants.

Task:

Using information from the documents and your knowledge of social studies, write an essay in which you:

- Tell how the Iroquois (Haudenosaunee) have used nature and the natural resources around them to meet their needs and wants

In your essay, remember to:

- Tell how the Iroquois have used nature and the natural resources around them to meet their needs and wants
- Include an introduction, body, and a conclusion
- Use information from the documents in your answer
- Include details, examples, or reasons in developing your ideas

FOR TEACHER USE ONLY

Total Part III A Score _____

FOR TEACHER USE ONLY

| | |
|--|--|
| Part I Score | |
| Part II Score | |
| Part III A Score | |
| Total Part I, II, and III A Score | |
| Part III B Essay Score | |
| Final Score (obtained from conversion chart) scaled 0–100 | |