

# GRADE 5

## ELEMENTARY-LEVEL SOCIAL STUDIES TEST

### BOOKLET 2

### DOCUMENT-BASED QUESTION (DBQ)

NOVEMBER 16, 2006

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. You will use your answers to the questions to help you write the essay.

**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 This task is designed to test your ability to work with historical documents.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:

During the late 1800s and early 1900s, many children were hired to work in factory sweatshops. Often they worked under very dangerous conditions.

#### 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 your answers to the questions in Part A, the information from the documents, and your knowledge of social studies to write a well-organized essay in your own words. In your essay you should

- Write about the dangerous working conditions of children during the late 1800s and early 1900s *and* describe the actions taken to improve the lives of child workers during this period

## 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



Source: Lewis Hine photograph

Gus Misuinas and Catherine Hutt worked at a factory in Philadelphia.

. . . In 1902, 12-year-old Catherine Hutt went to work at a knitting mill. Her working hours were “from 6:30 in the morning until six at night” — even longer than Gus’s. At age 14, Catherine switched to working in a paper mill. “All I did,” she said years later, describing her job, “was fold the ends of each roll as they came out.” How did she enjoy the work? About as much as Gus enjoyed his job: “I hated it.” . . .

Source: Stephen Currie, *We Have Marched Together*, Lerner Publications (adapted)

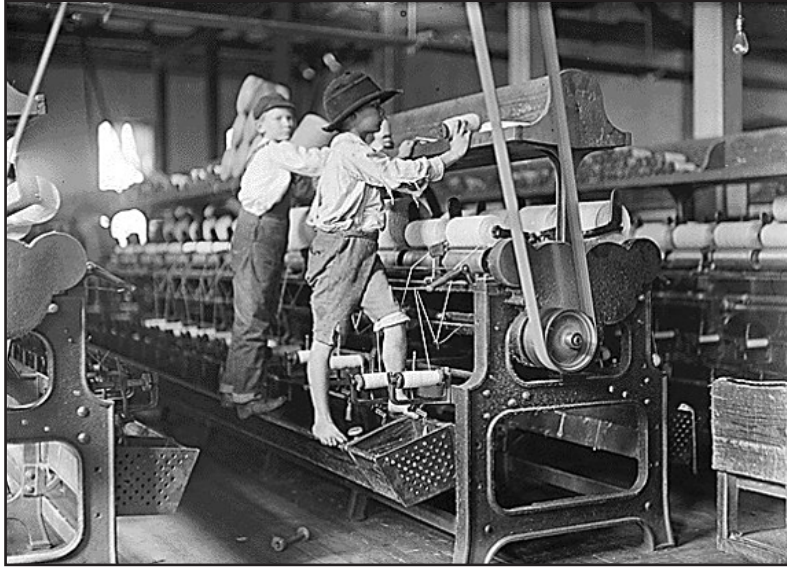
- 1 Today, most people work about eight hours a day. Compared to today, what conclusion can be made about the length of Catherine’s workday? [0.5]

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Score

## Document 2



Source: Lewis Hine photograph

... Boys began working as doffers when they were seven or younger. It was their job to remove the whirling bobbins when they were filled with thread and replace them with empty ones. Many of the youngsters worked barefoot. That made it easier to climb onto the huge machines so they could reach the bobbins or broken threads. If they weren't careful, they could fall into the moving machinery or be caught by it. The accident rate for children working in the mills was twice as high as it was for adults. . . .

Source: Russell Freedman, *Kids at Work*, Scholastic

**2a** According to this document, what could happen to children while they worked on these machines? [0.5]

Score

**b** According to this document, why were accidents common in many factories? [0.5]

Score

### Document 3

#### The Dangers of Factory Work in New York State in the 1880s

Name	Age	Machine	Cause of Accident	Result of Accident
Rensselaer Rapp	14	Shears	Caught in machine	Middle finger cut off
Stephen Morzkiwenz	15	Power cutting press	Attempted to extract [remove] tin	Index fingers crushed
Barney Skerritt	16	Counter-shaft	Clothing caught	Killed
Mary Moore	17	Ironing machine	Caught in machine	Arm bruised and burned
Charles Nichols	17	Shafting	Clothes caught	Serious body strain
Syble Filter	17	Drop-box machine	Machine started unexpectedly	Finger cut off
Robert King	18	Centrifugal machine	Machine burst	Killed
Ludwig Zandrokfski	19	Nut tapper	Slipped	Loss of 3 fingers

Source: Gray and Owens, *New York State: History Activities*, Glencoe/McGraw Hill (adapted)

**3** Using the information in this chart, write **one** general statement about the working conditions of children in the late 1800s. [0.5]

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Score

## Document 4

### Statements About Working Conditions

. . . Children toiled in cotton mills as spinners, doffers, and sweepers. Girls were employed as spinners. They walked up and down long aisles, brushing lint from the machines and watching the whirling spools or bobbins for breaks in the cotton thread. When a break occurred, they had to mend it quickly by tying the ends together. A spinner tended six or eight “sides,” as the long rows of spindles were called. She had to be on her feet nearly all the time, working eleven or twelve hours a day, six days a week. . . .

. . . The machinery made such a racket, workers had to shout to be heard above the din [noise]. And because heat and moisture helped keep the cotton threads from breaking, the mill windows were always kept closed. The hot, steamy air was filled with dust and lint that covered the workers’ clothes and made it hard to breathe. Mill workers frequently developed tuberculosis, chronic bronchitis, and other respiratory diseases. A boy working in a cotton mill was only half as likely to reach twenty years of age as a boy outside the mill. Girls had even less chance. . . .

. . . Glass making was another industry that employed thousands of boys in tough and dangerous jobs. Most of these youngsters worked as blowers’ assistants in glassworks furnace rooms. The intense heat and glaring light of the open furnaces, where the glass was kept in a molten state, could cause eye trouble, lung ailments, heat exhaustion, and a long list of other medical problems.

The temperature of molten glass is 3,133 degrees Fahrenheit. The temperature in the glass factories ranged between 100 and 130 degrees. Fumes and dust hung in the air. Broken glass littered the floors. It wasn’t surprising that cuts and burns were the most common injuries. . . .

Source: Russell Freedman, *Kids at Work*, Scholastic

4 Give **two** examples of dangerous working conditions described in this document.

[0.5, 0.5]

(1) \_\_\_\_\_

\_\_\_\_\_ Score

(2) \_\_\_\_\_

\_\_\_\_\_ Score

Document 5



American Federation of Labor's seal for the eight-hour workday. The Latin words mean "Work Conquers All."

Source: Samuel Gompers Papers, University of Maryland

Samuel Gompers, a union leader, organized national unions and local labor councils designed to educate the public on working-class issues. They also prepared labor legislation and persuaded the United States Congress to act on it. From 1881 to 1886, Gompers worked for laws that required school attendance, made children go to school, and regulated child labor and the eight-hour day.

5 What were *two* things that Samuel Gompers wanted the United States Congress to do? [0.5, 0.5]

(1) \_\_\_\_\_

Score

(2) \_\_\_\_\_

Score

Document 6



Source: Stephen Currie, *We Have Marched Together*, Lerner Publications

“Mother” Mary Jones gave lectures on the conditions and hazards of child labor. She also organized and encouraged children and adults to strike.

**6a** According to this picture, what are the children asking for? [0.5]

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Score

**b** List *two* ways Mary Jones tried to improve working conditions for children. [0.5, 0.5]

(1) \_\_\_\_\_

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Score

(2) \_\_\_\_\_

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Score



## Document 7

### Compulsory Education Law

The New York State legislature passed a law in 1874 stating that all school age children *must* attend school at least fourteen weeks per year.

7 How did the Compulsory Education Law of 1874 improve the lives of child workers? [0.5]

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Score

**FOR TEACHER USE ONLY**

Total Part III A Score \_\_\_\_\_

Maximum Score is 6

## Part B

### Essay

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

#### Historical Background:

During the late 1800s and early 1900s, many children were hired to work in factory sweatshops. Often they worked under very dangerous conditions.

#### Task:

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

- Write about the dangerous working conditions of children during the late 1800s and early 1900s ***and*** describe the actions taken to improve the lives of child workers during this period

#### In your essay, remember to

- Write about the dangerous working conditions of children during the late 1800s and early 1900s ***and*** describe the actions taken to improve the lives of child workers during this period
- Include an introduction, body, and conclusion
- Use information from *at least four* documents in your answer
- Include details, examples, or reasons in developing your ideas

#### **FOR TEACHER USE ONLY**

Total Part III B Score \_\_\_\_\_

Maximum Score is 4

Name: \_\_\_\_\_ School: \_\_\_\_\_

## **PLANNING PAGE**

You may plan your essay on this page, but do not write your final essay here. Your writing on this page will ***not*** count toward your final score. Write your final answer in the separate essay answer booklet.

**Begin writing the final version of your essay in the essay answer booklet.**

**FOR TEACHER USE ONLY**

Part I Score (Maximum Score is 35)	
Part II Score (Maximum Score is 15)	
Part III A Score (Maximum Score is 6)	
Total Part I, II, and III A Score	
Part III B Essay Score (Maximum Score is 4)	
<b>Final Score</b> (obtained from conversion chart) Scaled 0–100	