

THE UNIVERSITY OF THE STATE OF NEW YORK

GRADE 8

INTERMEDIATE-LEVEL TEST SOCIAL STUDIES

BOOKLET 2

DOCUMENT-BASED QUESTION (DBQ)

JUNE 2002

Student Name _____

School Name _____

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

The test has three parts. Parts I and II are in Booklet I; Part III is in this booklet.

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.

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Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–7). This question is designed to test your ability to work with historical documents. Some of the documents have been edited for the purposes of the question. As you analyze the documents, take into account both the source of each document and any point of view that may be presented in the document.

Historical Context:

Throughout the history of the United States, individuals and groups of reformers have worked to bring about social, political, and economic change in the United States. During the late 1800s and early 1900s, many individuals and groups were united in their belief that the problems of society could be solved.

Task:

Using information from the documents and your knowledge of social studies, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to:

- Discuss *two* different goals of reformers in the United States during the late 1800s and early 1900s
- Describe *two* methods used by reformers to help bring about change in society

TURN THE PAGE FOR PART A 

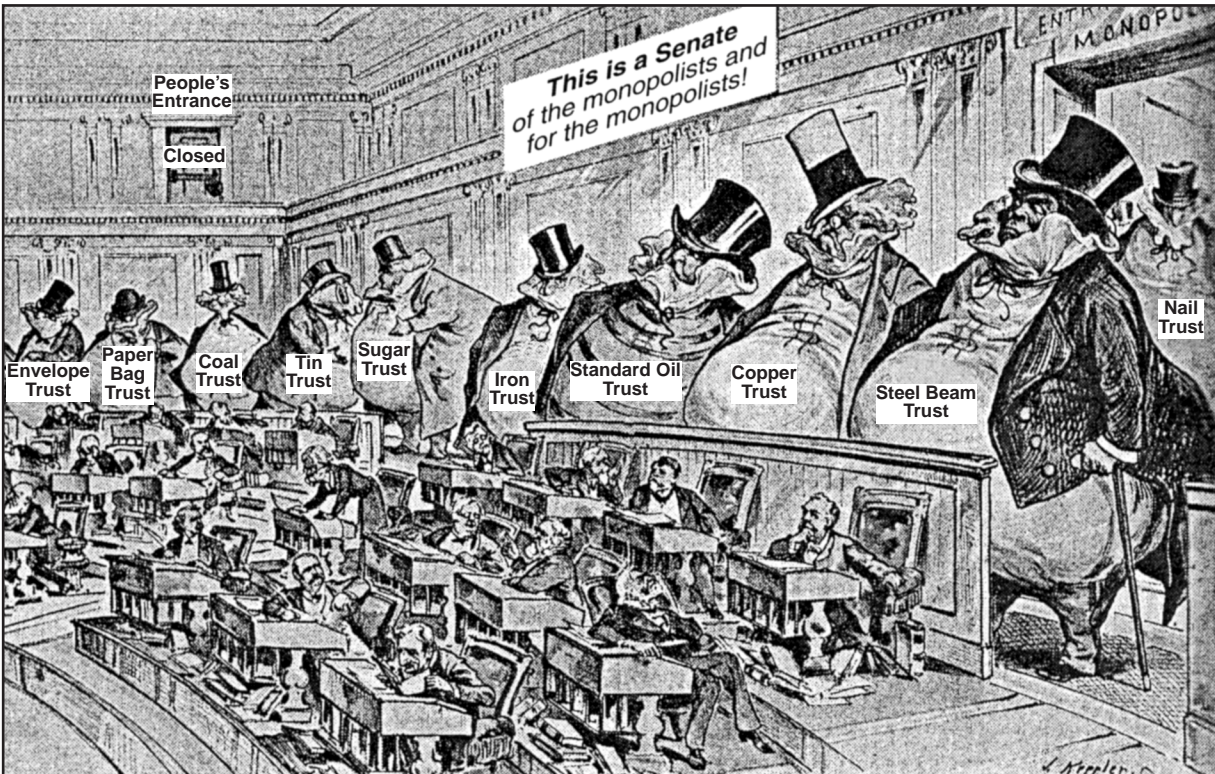
Part A

Short-Answer Questions

Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1

Bosses of the Senate



Source: Joseph J. Keppler, 1890, (adapted)

1a Identify a symbol used by the cartoonist to demonstrate how powerful these trusts had become. [1]

Score

b According to the cartoonist, who controls the Senate? [1]

Score

Document 2

Lodgers in a Crowded New York City Tenement — 1890



In the Home of a Ragpicker, New York City — 1890



Source: Photos by Jacob Riis, "How the Other Half Lives," 1890

2a Based on these photographs, state *two* conditions of tenement life. [2]

(1) _____

(2) _____

Score

b Jacob Riis used photographs to show what New York City tenement life was like. What advantage does the photograph have over the written word? [1]

Score

Document 3

In this book, . . . I have done the best I could to show forth the beauty, grandeur, and all-embracing usefulness of our wild mountain forest reservations and parks, with a view to inciting the people to come and enjoy them . . . so at length their preservation and right use might be made sure . . .

. . . Any fool can destroy trees. They [the trees] cannot run away; and if they could they would still be destroyed . . . Few that [cut down] trees plant them; nor would planting [help] much towards getting back anything like the noble [ancient] forests. Through all the wonderful, eventful centuries . . . God has cared for these trees, saved them from drought, disease, avalanches, and a thousand straining, leveling tempests and floods; but He cannot save them from fools — only Uncle Sam [the United States Government] can do that.

— Excerpt from *Our National Parks*, by John Muir, 1901

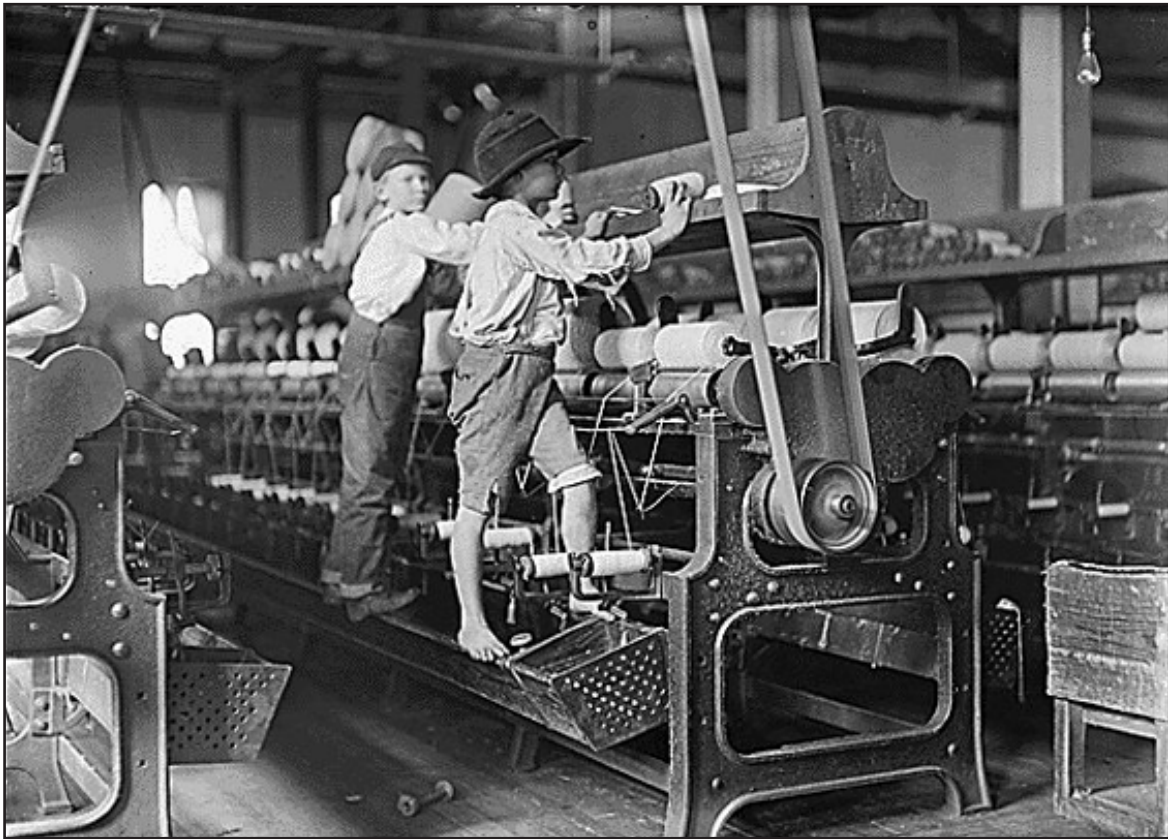
3a According to the passage, what did John Muir hope to accomplish with this book? [1]

Score

b What did John Muir mean when he said that only Uncle Sam has the power to save the trees from fools? [1]

Score

Document 4



“Boys removing bobbins while machine is operating.”

Photograph by Lewis Hine, 1909

4 What social problem did Lewis Hine show in this picture? [1]

Score

Document 5

Honorary President, Mrs. F. E. Bates President, Mrs. Kenyon Messick
Recording Secretary, Mrs. F. E. Bates
First Vice-president, Miss Lakey Corresponding Secretary, Mrs. C. G. Culin
Treasurer, Mrs. G. Damon

VILLAGE IMPROVEMENT ASSOCIATION
INCORPORATED

CRANFORD, N. J. Jan. 10th. 1906.

To Senator John F. Dryden.
Dear Sir:

At a recent meeting of the Village Improvement Association Of Cranford, it was resolved that as the question of Pure Food is of the most vital importance to women in general, but especially to mothers, we as a body of 150 women ask our Senators to give their earnest and enthusiastic support to the Heyburn Bill when it comes before the Senate. We have no voice either in election or legislation but feel that we can depend on those who represent us.

Sincerely Yours,
Fannie E. Bates,
Rec. Sec.

5 According to this letter, what reform issue were the women of Cranford, New Jersey, most concerned about? [1]

Score

Document 6

Declaration of Principles of the Progressive Party

. . . We of the Progressive Party here dedicate ourselves to the fulfillment of the duty laid upon us by our fathers to maintain that government of the people, by the people and for the people whose foundation they laid.

It is time to set the public welfare in the first place.

In particular, the party declares for direct primaries for nomination of State and National officers . . . and for the direct election of United States Senators by the people. . . .

Effective legislation looking to the prevention of industrial accidents, occupational diseases, overwork, involuntary unemployment, and other injurious effects incident to modern industry. . . .

The prohibition of child labor:

Minimum wage standards for working women, to provide a living scale in all industrial occupations;

The prohibition of night work for women and the establishment of an eight-hour day for women and young persons;

One day's rest in seven for all wage-workers. . . .

— Platform of the Progressive Party, August 7, 1912
presidential candidate — Theodore Roosevelt

6a According to the Progressive Party platform, what were **two** *election* reforms that the party hoped to achieve? [2]

(1) _____

(2) _____

Score

b According to the Progressive Party platform, what were **two** *labor* reforms that the party hoped to achieve? [2]

(1) _____

(2) _____

Score

Document 7

The Nobel Peace Prize for 1931

Presented to Jane Addams:

In honoring Jane Addams, we also pay tribute to the work which women can do for peace and fraternity among nations.

Twice in my life, once more than twenty years ago and now again this year, I have had the pleasure of visiting the institution where she has been carrying on her lifework. In the poorest districts of Chicago, among Polish, Italian, Mexican, and other immigrants, she has established and maintained the vast social organization centered in Hull House. Here young and old alike, in fact all who ask, receive a helping hand whether they wish to educate themselves or to find work. When you meet Miss Addams here — be it in meeting room, workroom, or dining room — you immediately become . . . aware that she has built a home and in it is a mother to one and all.

— Excerpt from the speech given by Halvdan Koht,
member of the Nobel Committee

7a According to this document, what institution did Jane Addams establish to help the poor? [1]

Score

b According to this document, what type of assistance did Jane Addams offer to the poor? [1]

Score

Part B

Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from at least **four** documents in the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Throughout the history of the United States, individuals and groups of reformers have worked to bring about social, political, and economic change in the United States. During the late 1800s and early 1900s, many individuals and groups were united in their belief that the problems of society could be solved.

Task:

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

- Discuss **two** different goals of reformers in the United States during the late 1800s and early 1900s
- Describe **two** methods used by reformers to help bring about change in society

Guidelines

In your essay, be sure to:

- Address all aspects of the *Task* by accurately analyzing and interpreting at least **four** documents
- Incorporate information from the documents in the body of the essay
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and conclude with a summation of the theme

FOR TEACHER USE ONLY

Part I Score	
Part II Score	
Part IIIA Score	
Total Part I, II, and IIIA Score	
Part IIIB Essay Score	
Final Score (obtained from conversion chart) scaled 1-100	