

THE UNIVERSITY OF THE STATE OF NEW YORK

GRADE 8

INTERMEDIATE-LEVEL TEST SOCIAL STUDIES

BOOKLET 2

DOCUMENT-BASED QUESTION (DBQ)

JUNE 8, 2006

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 1; Part III is in this test 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 **all** the questions in Booklet 2 and write your essay.

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

The answer to the essay question is to be written in the separate essay booklet.

In developing your answer to Part III, be sure to keep this general definition in mind:

discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Part III

DOCUMENT-BASED QUESTION

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 It is designed to test your ability to work with historical documents.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

Historical Context:

The United States is a nation of immigrants. For a variety of reasons, groups of people from foreign lands left their native countries and relocated to the United States. Many of these immigrants faced hardships after they arrived in the United States.

Task:

Using the 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

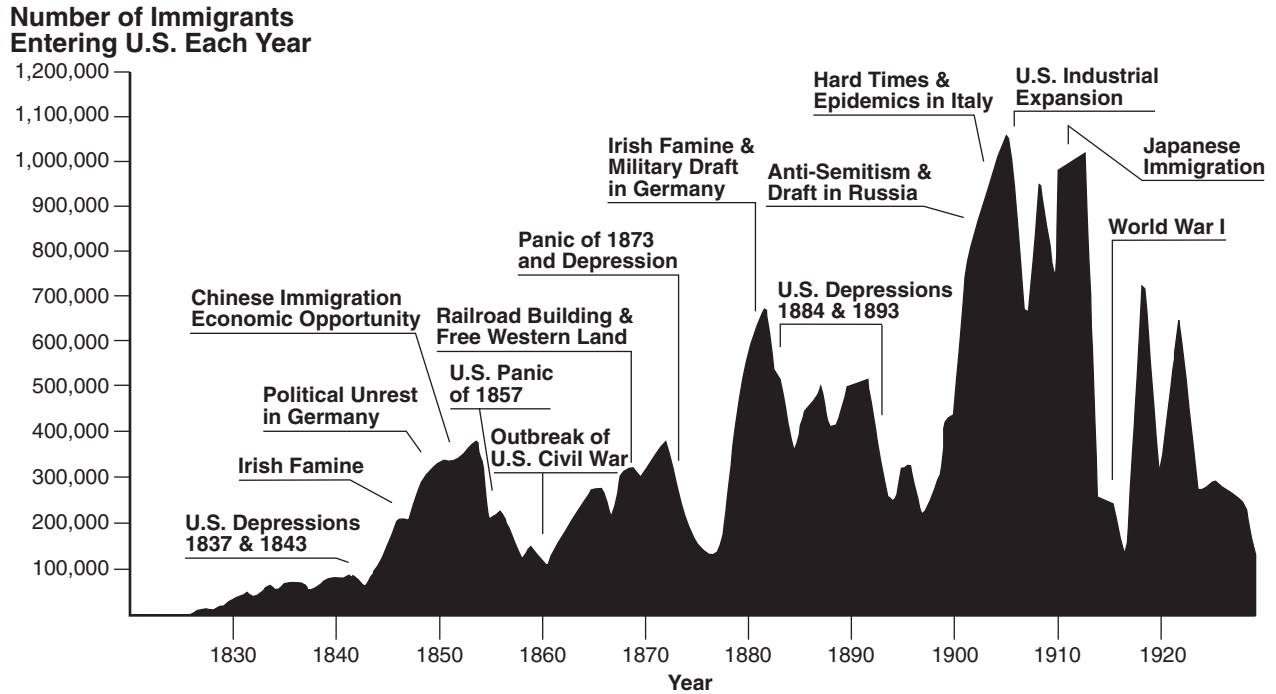
- Discuss reasons immigrants came to the United States
- Discuss hardships faced by immigrants after they arrived in the United States

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



Source: Martin W. Sandler, *In Search of America*, Ginn (adapted)

1a Based on this graph, identify **two** conditions in their native countries that caused immigrants to come to the United States. [2]

(1) _____ Score

(2) _____ Score

b Based on this graph, identify **one** situation in the United States that led to an increase of immigrants coming into the nation. [1]

 _____ Score

Document 2

This is part of an interview with Catherine Moran McNamara, an Irish immigrant, who arrived in the United States around 1900.

. . . There was twelve in our family. The oldest died and the other one went to Australia with my uncle. I was about five when she went. So there was ten of us, you might say, in our family. We had to pay *every* cent we possibly could produce to taxes. Every war England had she had you pay her part, even though you just had nothing, and you had to pay on your land some expenses of it. . . .

My mother kept house and my father had no work but just the bit of land we had, to work it, and give the cream of the milk to England for everything. They had to get the big rent, and then if the year was bad and the stuff didn't grow, we suffered on that.

The Irish lived under awful stress. I've seen the family thrown out. I recall that distinctly because we took them in our barn. They had no place for their bed, for anything. I seen the little child, this is God's truth, I'll never forget this, it was just about a year and a half, put out in the little cradle. I see the pots put out and the coals of fire put into the iron oven they used to bake with. Everything they had, put into the yard. If they were caught in that yard that night they'd be shot or somethin'.

England did this, of course, and her regime. She had certain ones to do it. The landlord, he was English, and the English owned Ireland then. . . .

Source: June Namias, *First Generation: In the Words of Twentieth-Century American Immigrants*, Beacon Press, 1978

2 Based on this document, state **two** reasons many Irish citizens immigrated to the United States around 1900. [2]

(1) _____

Score

(2) _____

Score

Document 3

This is part of an interview with George Kokkas, a Greek immigrant, who arrived in the United States in 1969.

. . . Work over there was very bad. In those days [1967], a worker in Greece made about five dollars a day, when a worker's pay in the United States was about thirty dollars a day. But the reason I came to the United States was because the situation in Greece was bad. And I was concerned about the education of my kids. Greece in those days had only one university, and if you had kids who wanted to go to the university it was very hard to get the chance.

Source: Gladys Nadler Rips, *Coming to America: Immigrants from Southern Europe*, Delacorte Press

3 Based on this document, identify **two** reasons that led this Greek immigrant to move to the United States. [2]

(1) _____

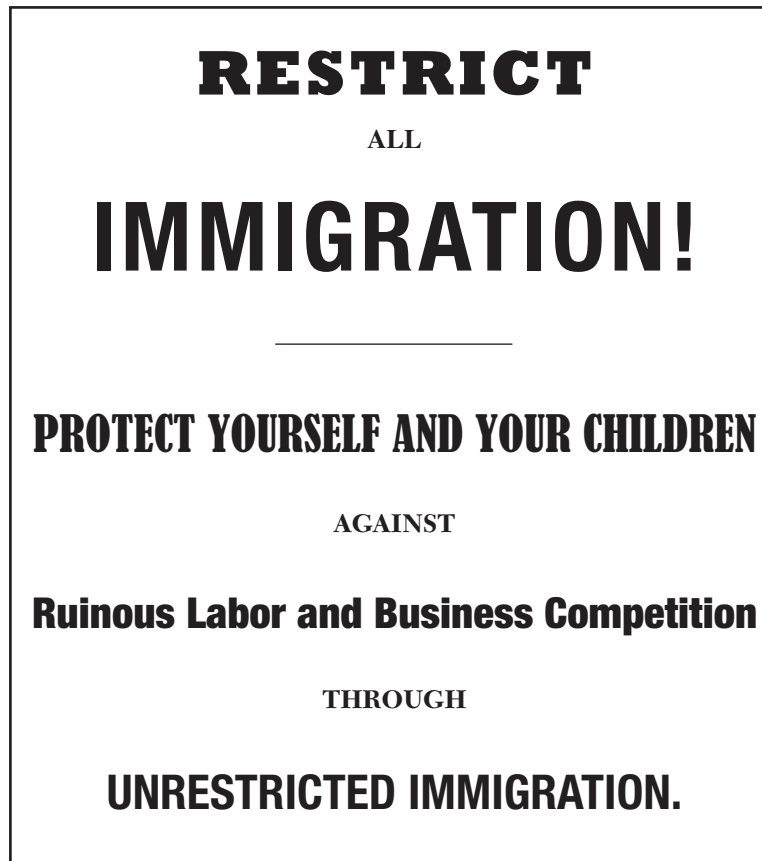
Score

(2) _____

Score

Document 4

With increased immigration in the mid-1800s, open hostility towards foreigners was expressed in the form of anti-immigration pamphlets such as this one, dated 1885.



Source: Edward G. Hartmann, *American Immigration*,
Lerner Publications (adapted)

- 4 Based on this document, identify *one* reason many native-born Americans in the late 1800s were in favor of restricting immigration. [1]

Score

Document 5



Source: Lewis W. Hine, November 1912, Library of Congress

5 Based on this photograph, identify *one* reason that living in a tenement was often difficult for immigrants. [1]

Score

Document 7

This is part of a letter from a Polish immigrant, who came to the United States in 1913.

I'm in this country for four months.

I am a polish man. I want be american citizen . . . But my friends are polish people—I must live with them—I work in the shoes-shop with polish people—I stay all the time with them—at home—in the shop—anywhere.

I want live with american people, but I do not know anybody of american. I go 4 times to teacher, and must pay \$2 weekly. I wanted take board [to live] in english house, but I could not, for I earn only \$5 or 6 in a week, and when I pay teacher \$2, I have only \$4—\$3— and now english board house is too dear [expensive] for me. Better job to get is hard for me, because I do not speak well english and I cannot understand what they say to me. The teacher teach me—but when I come home—I must speak polish and in the shop also. In this way I can live in your country many years—like my friends—and never speak—write well english—and never be good american citizen. . . .

Source: Report of the Commission on Immigration on the Problem of Immigration in Massachusetts, 1914
(adapted)

7 Based on this document, state **two** reasons it was difficult for this Polish immigrant to fit into American society. [2]

(1) _____

Score

(2) _____

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 to support your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

The United States is a nation of immigrants. For a variety of reasons, groups of people from foreign lands left their native countries and relocated to the United States. Many of these immigrants faced hardships after they arrived in the United States.

Task:

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

- Discuss reasons immigrants came to the United States
- Discuss hardships faced by immigrants after they arrived in the United States

Guidelines:

In your essay, be sure to:

- Develop all aspects of the task
- Incorporate information from *at least four* documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

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 1–100	