

THE UNIVERSITY OF THE STATE OF NEW YORK

# GRADE 8

## INTERMEDIATE-LEVEL SOCIAL STUDIES TEST

### BOOKLET 2

### DOCUMENT-BASED QUESTION (DBQ)

JUNE 15, 2010

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 **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.

### 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 It is designed to test your ability to work with historical documents.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 the 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:

Prior to 1865, a major issue that faced the United States was the institution of slavery. Some individuals and groups were against slavery, and they promoted abolition in a variety of ways. During the same time, the government attempted to deal with the issue of slavery in other ways.

#### 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 government efforts to deal with the issue of slavery
- Discuss individual *and/or* group efforts to deal with the issue of slavery

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 A

### Short-Answer Questions

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

#### Document 1

*. . . Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That from and after the first day of January, one thousand eight hundred and eight [1808], it shall not be lawful to import or bring into the United States or the territories thereof from any foreign kingdom, place, or country, any negro, mulatto, or person of colour, with intent to hold, sell, or dispose of such negro, mulatto, or person of colour, as a slave, or to be held to service or labour. . . .*

Source: United States Statutes

- 1 According to this law, what restriction did the United States Congress place on slavery in 1808? [1]

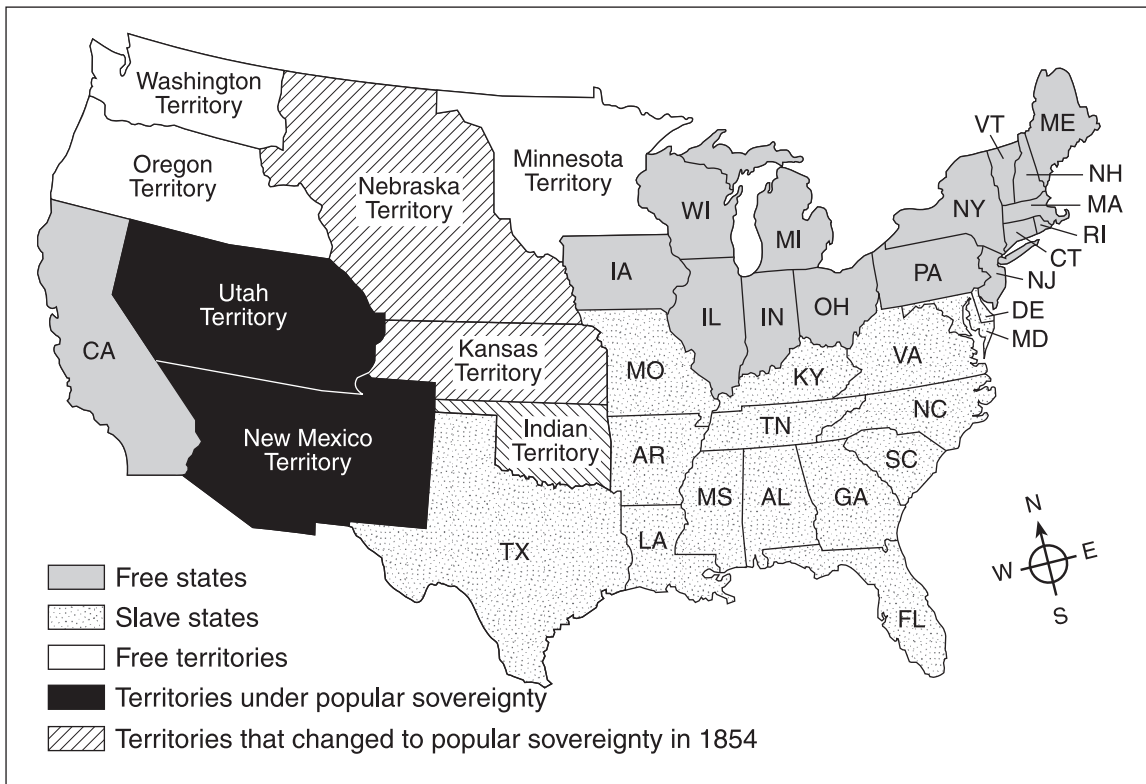
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Score

Document 2

Slavery in the Territories, 1854



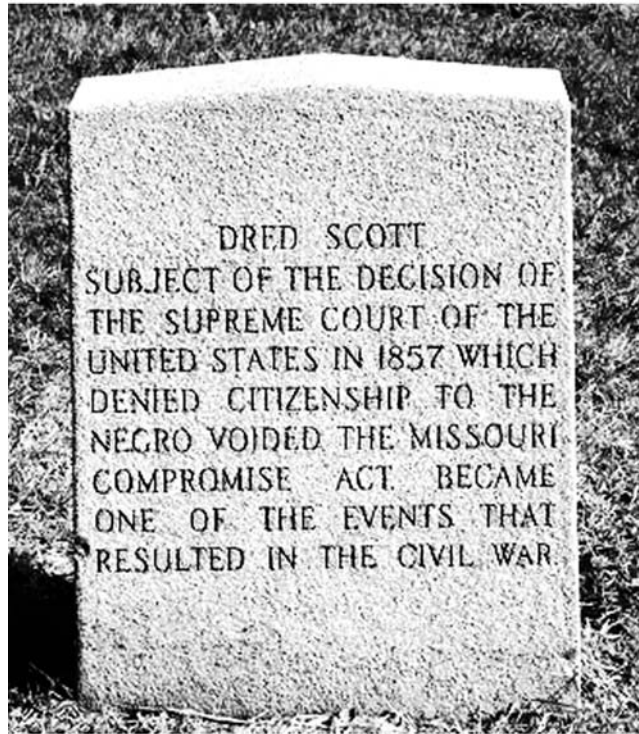
Source: Robert A. Divine et al., *America Past and Present: Volume One*, Scott, Foresman 1987 (adapted)

2 Based on this map, state **one** way the United States government dealt with the issue of slavery in the western territories. [1]

Score

Document 3

Tombstone of Dred Scott in St. Louis, Missouri



Source: Catholic Cemeteries of the Archdiocese of St. Louis

3 Based on the inscription on this tombstone, state **two** results of the decision reached by the United States Supreme Court in the *Dred Scott* case. [2]

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

\_\_\_\_\_ Score

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

\_\_\_\_\_ Score

Document 4a

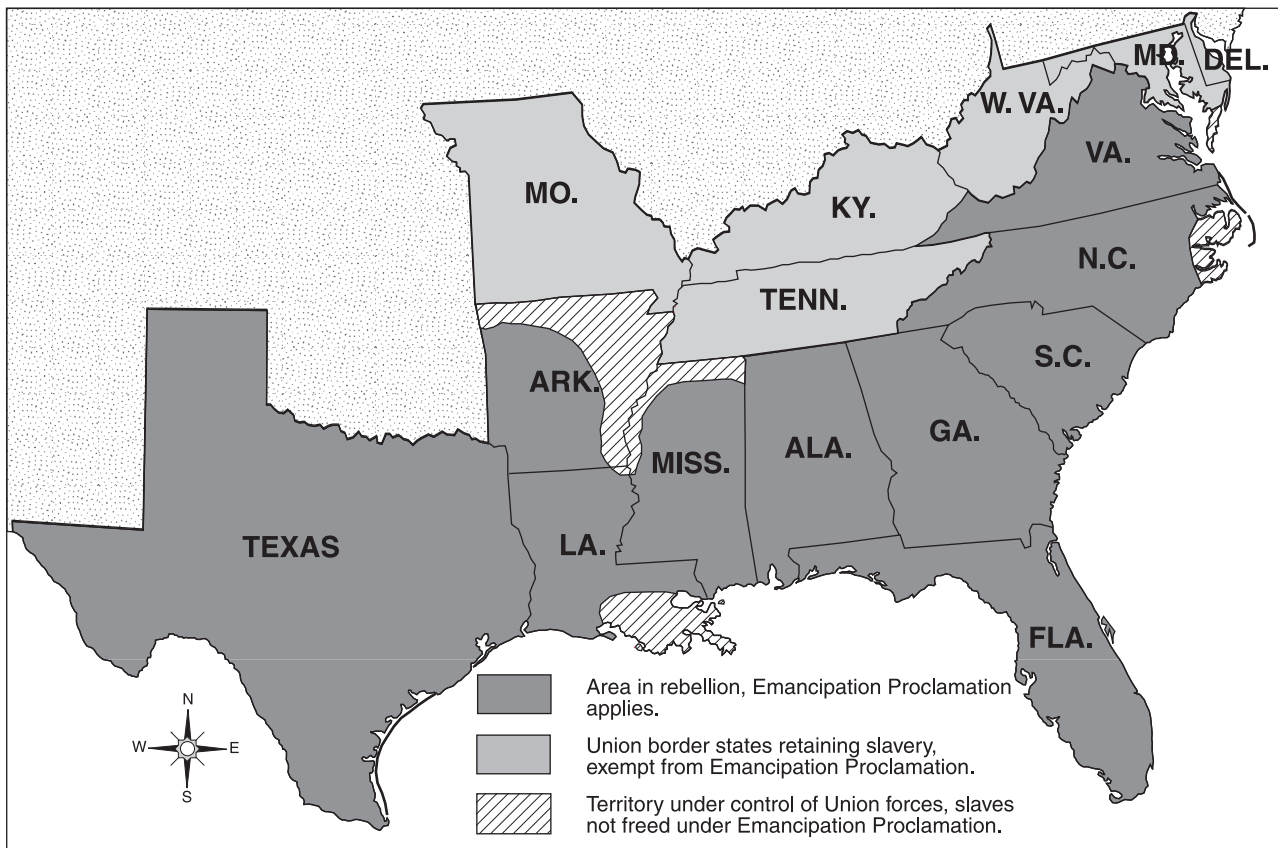
**EXCERPT FROM THE EMANCIPATION PROCLAMATION  
BY THE PRESIDENT OF THE UNITED STATES**

. . . That on the first day of January in the year of our Lord one thousand eight hundred and sixty-three [1863], all persons held as slaves within any State or designated part of a State, the people whereof [who] shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom. . . .

Source: Library of Congress

Document 4b

**Implementation of the Emancipation Proclamation**



Source: Thomas A. Bailey et al., *The American Pageant*, Houghton Mifflin Company (adapted)

4 Based on these documents, the Emancipation Proclamation was intended to free slaves in which area? [1]

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Score

## Document 5

This excerpt was first published in the abolitionist newspaper *The North Star* on April 3, 1851. It discusses the Fugitive Slave Law passed by Congress on September 18, 1850.

The following resolutions were adopted at the recent Convention of the Western New York Anti-Slavery Society, held in Corinthian Hall:

Resolved [Agreed], . . . That they who teach obedience to the Fugitive Slave Law, while they admit that the law is unjust, cruel and disgraceful, prove themselves destitute of moral principle, if not of moral sense, and they are to be ranked with the hardened and obdurate [heartless] creatures who, for a few paltry dollars, will perform the disgusting office of slave-catcher to the slaveholder. . . .

Resolved, That we regard the Fugitive Slave Law of the last Congress as a conspiracy against the liberties of our country, which ought to be resisted at all hazards of property and life, by all who love God and revere [honor] the memories of our revolutionary fathers.

5a Based on this document, what is **one** reason abolitionists opposed the Fugitive Slave Law? [1]

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Score

b Based on this document, identify **one** method abolitionists used to try to end slavery. [1]

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Score



Document 6a

In the 1850s, a tea party was a social gathering to discuss important public issues and raise money for those causes.

**No Compromise with Slavery!**  
**ANTI-SLAVERY**  
**Tea Party.**

THE LADIES' ANTI-SLAVERY SOCIETY,  
WILL give a Social Tea Party, at  
**HOWARD UPPER HALL.**  
On Wednesday Eve'g Jan. 5, 1853.

The usual attractions presented on such occasions,  
will be fully displayed.  
Friends of the Slave, Lovers of your country's  
freedom, come and help us!

**ADMITTANCE 12 1-2 CENTS.**  
**Tickets for Supper 37 1-2 Cents.**

Source: Deborah Bingham Van Broekhoven, *The Devotion of These Women: Rhode Island in the Antislavery Network*, University of Massachusetts Press, 2002 (adapted)

Document 6b

. . . Much of the actual burden of gathering signatures for anti-slavery memorials [petitions] was taken up by social-minded females. Denied any actual voice in running the government, many women saw the distribution of petitions as their only real opportunity to contribute. The petitions that began to make their way into Congress—first a trickle, then a stream and, at last, a flood—were overwhelmingly dominated by the signatures of the nation's fairer sex [women]. . . .

Source: Kevin C. Julius, *The Abolitionist Decade, 1829–1838*, McFarland & Company, 2004

6 Based on these documents, state **two** ways women supported the abolitionist movement. [2]

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

Score

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

Score

**Document 7**

. . . The slave narratives [personal accounts of slavery] were immensely popular with the public. Frederick Douglass' *Narrative of the Life of Frederick Douglass* sold 30,000 copies between 1845 and 1860, William Wells Brown's *Narrative* went through four editions in its first year, and Solomon Northup's *Twelve Years a Slave* sold 27,000 copies during its first two years in print. Many narratives were translated into French, German, Dutch and Russian.

In addition to publishing their narratives, former slaves became anti-slavery lecturers and went on tour. They told their stories to audiences throughout the North and in Europe. Frederick Douglass was the most famous, but he was joined by others such as Sojourner Truth and William Wells Brown. Others, such as Ellen and William Craft—a couple who had escaped together using ingenious [clever] disguises—lectured but did not create a written narrative. For white audiences who had perhaps never seen an African American man or woman, the effects of these articulate [well-spoken] people telling their stories was electrifying and won many to the abolitionist cause. . . .

Though the slave narratives were immensely popular, the anti-slavery document which would reach the broadest audience was written by a white woman named Harriet Beecher Stowe. Stowe was less threatening to white audiences than were black ex-slaves. Her anti-slavery message came in the form of a novel, which was even more accessible to a wide audience. It was called *Uncle Tom's Cabin*. . . .

Source: "Slave Narratives and *Uncle Tom's Cabin*," PBS

7 Based on this document, state **two** methods used by individuals to help abolish slavery. [2]

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

Score

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

Score

**Document 8**

. . . With its extensive waterfront, its relatively large population of African-American freemen—slavery ended in New York in 1827—and its many antislavery churches and activists, Brooklyn was an important nexus [connection] on the “freedom trail.” Some runaways stayed [in Brooklyn] and risked being captured and returned to their owners, but most traveled on to the greater safety of Canada.

Because aiding fugitives from the South remained illegal even after New York abolished slavery—and because there was plenty of pro-slavery sentiment among Brooklyn merchants who did business with the South—Underground Railroad activities were clandestine [secret] and frequently recorded only in stories passed down within families. Corroborating [supporting] documentation is scarce. . . .

Source: John Strausbaugh, “On the Trail of Brooklyn’s Underground Railroad,” *New York Times*, October 12, 2007

8 Based on this article from the *New York Times*, what was **one** purpose of the Underground Railroad? [1]

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Score

## Part B

### Essay

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

#### Historical Context:

Prior to 1865, a major issue that faced the United States was the institution of slavery. Some individuals and groups were against slavery, and they promoted abolition in a variety of ways. During the same time, the government attempted to deal with the issue of slavery in other ways.

#### Task:

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

- Discuss government efforts to deal with the issue of slavery
- Discuss individual *and/or* group efforts to deal with the issue of slavery

#### Guidelines:

##### **In your essay, be sure to**

- Develop all aspects of the task
- Incorporate information from *at least five* 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	
<b>Final Score</b> (obtained from conversion chart) scaled 1–100	