

THE UNIVERSITY OF THE STATE OF NEW YORK

GRADE 8

INTERMEDIATE-LEVEL TEST SOCIAL STUDIES

BOOKLET 2

DOCUMENT-BASED QUESTION (DBQ)

JUNE 4, 2008

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.

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THE STATE EDUCATION DEPARTMENT
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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 It is designed to test your ability to work with historical documents.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:

From the end of the Civil War and into the early 1900s, industrialization created the need for a larger workforce. Working conditions changed dramatically, often causing hardships for workers. Government, groups, and individuals attempted to solve many of these problems. The lives of American workers were changed as a result of these actions.

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

- Describe the problems of workers in the United States between the end of the Civil War and the early 1900s
- Discuss actions taken by the government, groups, *and/or* individuals to improve the lives of American workers during this period

In developing your answer to Part III, be sure to keep these general definitions in mind:

- (a) **describe** means “to illustrate something in words or tell about it”
- (b) **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

I am thirty-five years old, married; the father of four children, and have lived in the coal region all my life. Twenty-three of these years have been spent working in and around the mines. My father was a miner. He died ten years ago from “miners’ asthma.”

Three of my brothers are miners; none of us had any opportunities to acquire an education. We were sent to school (such a school as there was in those days) until we were about twelve years of age, and then we were put into the screen room of a breaker to pick slate. From there we went inside the mines as driver boys. As we grew stronger we were taken on as laborers, where we served until able to call ourselves miners. We were given work in the breasts [rectangular rooms] and gangways. There were five of us boys. One lies in the cemetery—fifty tons of top rock dropped on him. He was killed three weeks after he got his job as a miner—a month before he was to be married. . . .

We get old quickly. Powder, smoke, after-damp [poisonous gas], bad air—all combine to bring furrows to our faces and asthma to our lungs.

I did not strike because I wanted to; I struck because I had to. A miner—the same as any other workman—must earn fair living wages, or he can’t live. And it is not how much you get that counts. It is how much what you get will buy. I have gone through it all, and I think my case is a good sample. . . .

We miners do not participate in the high prices of coal. The operators [mine owners] try to prove otherwise by juggling with figures but their proving has struck a fault, and the drill shows no coal in that section. One-half of the price paid for a ton of coal in New York or Philadelphia goes into the profit pocket of the mine owner, either as a carrier [transporter of coal] or miner [mine owner]. . . .

Source: “A Miner’s Story,” *The Independent*, 1902

1a Based on this document, identify **two** examples of unsafe working conditions. [2]

(1) _____ Score

(2) _____ Score

b According to this document, who received the largest part of the profit for the sale of a ton of coal? [1]

Score

Document 2

Government Actions Affecting Labor, 1902–1914

Date	Government	Action
1902	United States	President Theodore Roosevelt's fact-finding commission awarded mine workers a wage increase and a nine-hour day.
1903	New York State	Children under the age of sixteen were banned from working more than nine hours a day in factories.
1911	New York State	Commission was established to study the causes of the Triangle Shirtwaist Factory fire and working conditions in factories.
1912	New York State	Laws were passed requiring fire escapes, fire drills, and wired [fire-resistant] windows in factories.
1913	New York State	Laws required that factory workers have "one-day-of-rest-in-seven."
1913	United States	Department of Labor was formed to promote the interests of the American worker.
1913	New York State	Laws made it illegal to hire children to do factory work in tenements or canneries.
1913	New York State	Nine-hour day and fifty-four-hour workweek became maximum amount all persons under the age of eighteen could work.
1914	New York State	Workmen's Compensation Law was passed to provide payment for workers injured in factories.

2a Based on this document, list **two** actions taken by government between 1902 and 1914 that helped labor. [2]

(1) _____

Score

(2) _____

Score

b Based on this document, state **two** problems workers faced *before* these laws were passed. [2]

(1) _____

Score

(2) _____

Score

Document 3

On August 21, 1894, Governor John P. Altgeld of Illinois wrote a letter concerning the Pullman strike to George M. Pullman. An excerpt from that letter appears below.

. . . It is not my business to fix the moral responsibility in this case. There are nearly six thousand people suffering for the want of food—they were your employees—four-fifths of them women and children—some of these people have worked for you for more than twelve years. I assumed that even if they were wrong and had been foolish, you would not be willing to see them perish. I also assumed that as the State had just been to a large expense to protect your property you would not want to have the public shoulder the burden of relieving distress in your town. . . .

Source: John Altgeld, *Live Questions*, George S. Bowen and Son, 1899

- 3 According to this document, why does Governor Altgeld believe George Pullman has a responsibility to his workers and the community? [1]

Score

Immigrant Labor



Source: Davidson and Stoff, *The American Nation*, Prentice Hall

4 Based on this photograph, state an action this group of workers is taking to try to improve their working conditions. [1]

Score

Document 5

This announcement appeared in the Ouray, Colorado, *Herald* in May 1899.

COME! COME!

Samuel Gompers

President of American Federation of Labor

And one of the most prominent and eminent figures in the
labor world, will be in Ouray on


Thursday, May 18, '99

At 3 o'clock in the afternoon and will leave the next day
at 10:30 a.m. During this brief stay an opportunity will be
given the public in general to meet him.

A Procession of Various Trades Unions

And citizens generally, accompanied by the band, will meet
President Gompers at the train and escort him to the hotel.
At 8 o'clock he will address the people at Armory Hall,
after which he will hold an informal reception at the
Beaumont parlors.

Labor's Great Chieftain

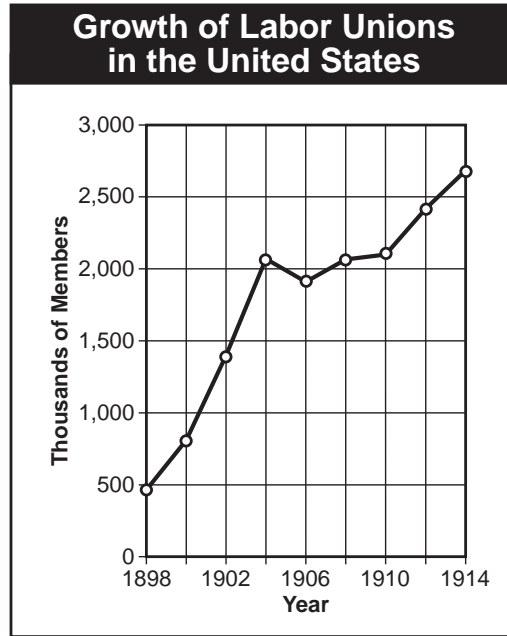
OURAY  HERALD

Source: *Samuel Gompers Papers Project*,
University of Maryland (adapted)

5 According to this announcement, what was Samuel Gompers's role in the labor movement? [1]

Score

Document 6



Source: *Historical Statistics of the United States*

6 Based on this graph, what was the general trend of union membership between 1898 and 1914? [1]

Score

Document 7



The State of Georgia welcomes the operation of the new Child Labor Law.

Source: L. C. Gregg, *Atlanta Constitution*, 1907 (adapted)

7 Based on this cartoon, how will the Georgia Child Labor Law help children? [1]

Score	
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Document 8

. . . Any one may say that the organizations of labor invade or deny liberty to the workmen. But go to the men who worked in the bituminous coal mines twelve, fourteen, sixteen hours a day, for a dollar or a dollar and twenty five cents, and who now work eight hours a day and whose wages have increased 70 per cent in the past seven years—go tell those men that they have lost their liberty and they will laugh at you. . . .

Source: Samuel Gompers to National Civic Federation, April 25, 1905 in *The Samuel Gompers Papers*, University of Illinois Press, Vol. 6 (adapted)

8 According to this document, what was **one** benefit of belonging to a trade union? [1]

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

Historical Context:

From the end of the Civil War and into the early 1900s, industrialization created the need for a larger workforce. Working conditions changed dramatically, often causing hardships for workers. Government, groups, and individuals attempted to solve many of these problems. The lives of American workers were changed as a result of these actions.

Task:

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

- Describe the problems of workers in the United States between the end of the Civil War and the early 1900s
- Discuss actions taken by the government, groups, *and/or* individuals to improve the lives of American workers during this period

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	
Final Score (obtained from conversion chart) scaled 1–100	