

# GRADE 5

## ELEMENTARY-LEVEL SOCIAL STUDIES TEST

### BOOKLET 2

### DOCUMENT-BASED QUESTION (DBQ)

NOVEMBER 20, 2003

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 6. This task is designed to test your ability to work with historical documents.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 1800s and early 1900s, many people in the United States became involved in the issue of equal rights for women. New Yorkers played an important role in this struggle for equality.

#### **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 from Part A, the information from the documents, and your knowledge of social studies to write a well-organized essay. In your essay you should:

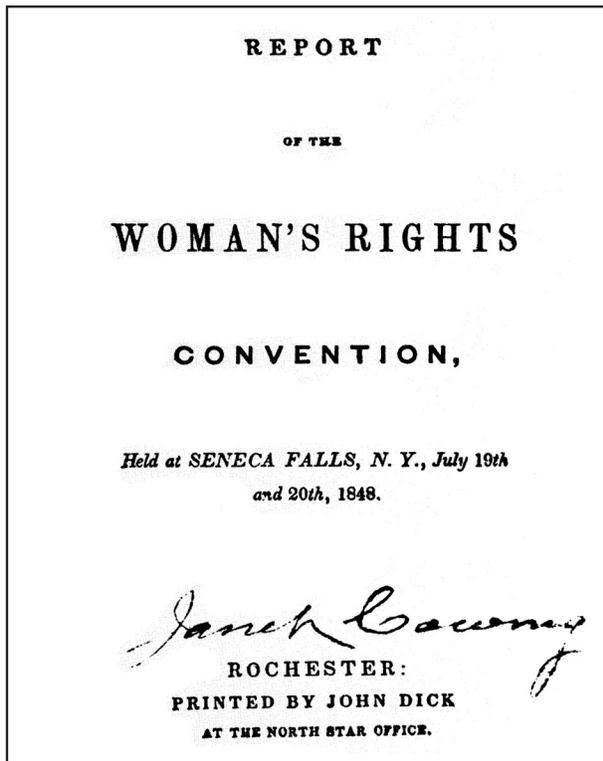
- Describe how New Yorkers and others worked for women's rights

## 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: *The Rights of Woman: Celebrating in 1998 What Began in Seneca Falls in 1848*, Seneca Falls Historical Society

. . . In 1848, [Lucretia] Mott and [Elizabeth Cady] Stanton organized the first women's rights convention in America. They held the meeting, attended by both women and men, near Stanton's home in Seneca Falls, New York. At the end of the two-day event, conference participants published the "Declaration of Sentiments." The document was based on the Declaration of Independence. But instead of claiming that "all men are created equal," the Declaration of Sentiments said that "all men and women are created equal." It also argued that women deserved the right to vote. . . .

Source: Miles Harvey, *Women's Voting Rights*, Children's Press

**1a** What event was held in Seneca Falls in July of 1848? [0.5]

Score

**b** What was the purpose of this event? [0.5]

Score

## Document 2

### Susan B. Anthony



As Susan B. Anthony's interest in women's rights grew stronger, she began traveling around New York to lecture [give speeches] and petition. She often had to nail up signs in each town announcing her lectures.

Source: Albert Lewis Lindel and Darlene E.R. Resling, *Susan B. Anthony*, Educational Patterns, Inc.

**2** Based on this document, list *two* ways Susan B. Anthony told people about the need for women's rights. [0.5, 0.5]

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

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

Document 3



. . . On January 11, 1871—for the first time in American history—a woman was allowed to address a committee of Congress. The speaker was not Elizabeth Cady Stanton or Susan B. Anthony, but a charismatic [charming] newcomer to the women’s movement—Victoria Claflin Woodhull. Like Francis and Virginia Minor, she argued that women already had the right to vote under the Fourteenth and Fifteenth Amendments. There was no need for a new amendment, she said, so long as Congress passed a Declaratory Act [law] to enable women’s rights. . . .

Source: G. Ward and K. Burns, *Not For Ourselves Alone*, Alfred A. Knopf

Woodhull & Claflin’s Weekly was a newspaper published by Victoria Claflin Woodhull and her sister, Virginia Claflin.

In 1872, Victoria Woodhull became the first woman to run for president of the United States.

3 List *three* ways Victoria Woodhull supported women’s rights. [0.5, 0.5, 0.5]

- (1) \_\_\_\_\_ Score
- (2) \_\_\_\_\_ Score
- (3) \_\_\_\_\_ Score

## Document 4

### THE WOMAN WHO DARED.

Close of the Trial of Susan  
B. Anthony.

OPINION AND DECISION OF JUDGE HUNT.

The Fourteenth Amendment Gives No  
Right to a Woman to Vote.

MISS ANTHONY'S ACT A VIOLATION OF LAW.

Exhaustive Opinion on the Force and  
Scope of the Amendments.

A VERDICT OF GUILTY.

The Champion of Woman's Rights Awaiting  
Sentence and Martyrdom.

CANANDAIGUA, N. Y., June 18, 1878.

The court room was again thronged this morning  
at the hour of opening by an attentive audience as  
spectators in the further progress of the trial of  
Miss Anthony.

Source: G. Ward and K. Burns,  
*Not For Ourselves Alone*, Alfred A. Knopf

... Despite the split [into two separate groups], the suffrage movement continued to gain popularity. In 1872, the Republican Party—then the leading political group in the country—mentioned its “obligation [duty] to the loyal women of America.” That same year, Victoria Woodhull became the first woman to run for president of the United States. Many women across the country attempted to vote even though it was illegal. One of them was Susan B. Anthony, who was arrested after she cast her ballot in Rochester, New York. A judge later fined her one hundred dollars, which she refused to pay. . . .

Source: Miles Harvey, *Women's Voting Rights*, Children's Press

- 4 According to this document, what was *one* action Susan B. Anthony took in support of women's rights? [0.5]

Score

## Document 5



Source: Miles Harvey, *Women's Voting Rights*, Children's Press

Both men and women marched in parades or carried signs. Many people attended these parades.

- 5 Based on this document, state *two* ways that people showed their support for women's rights. [0.5, 0.5]

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

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

## Document 6



Source: UPI/Bettmann

. . . So Alice Paul and her friends began a campaign aimed at forcing male politicians to support women's rights. For many months, they held round-the-clock protests in front of the White House, sometimes chaining themselves to the fence. When they were arrested, which was often, they refused to eat. Some other feminists [women's rights supporters] felt embarrassed by these tactics and predicted that they wouldn't work. But [Alice] Paul and her friends proved their critics wrong. Their protests received a lot of publicity [public attention] in newspapers and created increased support for the suffrage movement. Many politicians—including President Woodrow Wilson—eventually came out in support of voting rights for women. . . .

Source: Miles Harvey, *Women's Voting Rights*, Children's Press

**6a** According to this document, who was Alice Paul trying to get interested in women's rights? [0.5]

Score

**b** Based on this document, state **one** action taken by Alice Paul and her friends to draw attention to their cause. [0.5]

Score

**FOR TEACHER USE ONLY**

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

Maximum Total is 6 Points

## Part B

### Essay

*Directions:* 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 1800s and early 1900s, many people in the United States became involved in the issue of equal rights for women. New Yorkers played an important role in this struggle for equality.

#### **Task:**

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

- Describe how New Yorkers and others worked for women's rights

#### **In your essay remember to**

- Describe how New Yorkers and others worked for women's rights.
- Include an introduction, body, and a conclusion.
- Use information from at least *four* documents in your answer. Each document is on a separate page.
- Include details, examples, or reasons in developing your ideas.

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

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

Maximum Total is 4 Points

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 of 35 Points)	
Part II Score (Maximum of 14 Points)	
Part III A Score (Maximum of 6 Points)	
Total Part I, II, and III A Score	
Part III B Essay Score (Maximum of 4 Points)	
<b>Final Score</b> (obtained from conversion chart) Scaled 0–100	