

THE UNIVERSITY OF THE STATE OF NEW YORK

GRADE 8

INTERMEDIATE-LEVEL TEST SOCIAL STUDIES

BOOKLET 2

DOCUMENT-BASED QUESTION (DBQ)

JUNE 1–2, 2005

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 It is designed to test your ability to work with historical documents.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

The struggle for equal rights for African Americans has been long and difficult. Beginning in the 1950s, the fight for equality gained momentum. This struggle for equality is known as the modern civil rights movement.

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 ways in which African Americans have been denied equal rights
- Discuss methods that individuals, groups, *and/or* the government have used since 1950 to deal with the inequality faced by African Americans

Part A

Short-Answer Questions

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

Document 1a

. . . We [the Supreme Court] come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other “tangible” [real] factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does. . . .

Source: *Brown v. Board of Education of Topeka*, 1954

1a According to this document, what inequality did African Americans experience? [1]

Score

Document 1b

. . . We [the Supreme Court] conclude that, in the field of public education, the doctrine of “separate but equal” has no place. Separate educational facilities are inherently [by nature] unequal. Therefore, we hold that the plaintiffs [the Brown family] and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment. This disposition [ruling] makes unnecessary any discussion whether such segregation also violates the Due Process Clause of the Fourteenth Amendment. . . .

Source: *Brown v. Board of Education of Topeka*, 1954

b According to this document, what was the Supreme Court’s ruling in *Brown v. Board of Education of Topeka*? [1]

Score

Document 2

The photograph shows Rosa Parks being fingerprinted at police headquarters after refusing to give up her seat on a bus to a white man.



Source: *New York World-Telegram and Sun*, Library of Congress

2a According to this document, what did Rosa Parks refuse to do that led to the situation shown in this photograph? [1]

Score

b According to this document, what method did African Americans use to deal with the inequality they faced in Montgomery, Alabama? [1]

Score

Document 3

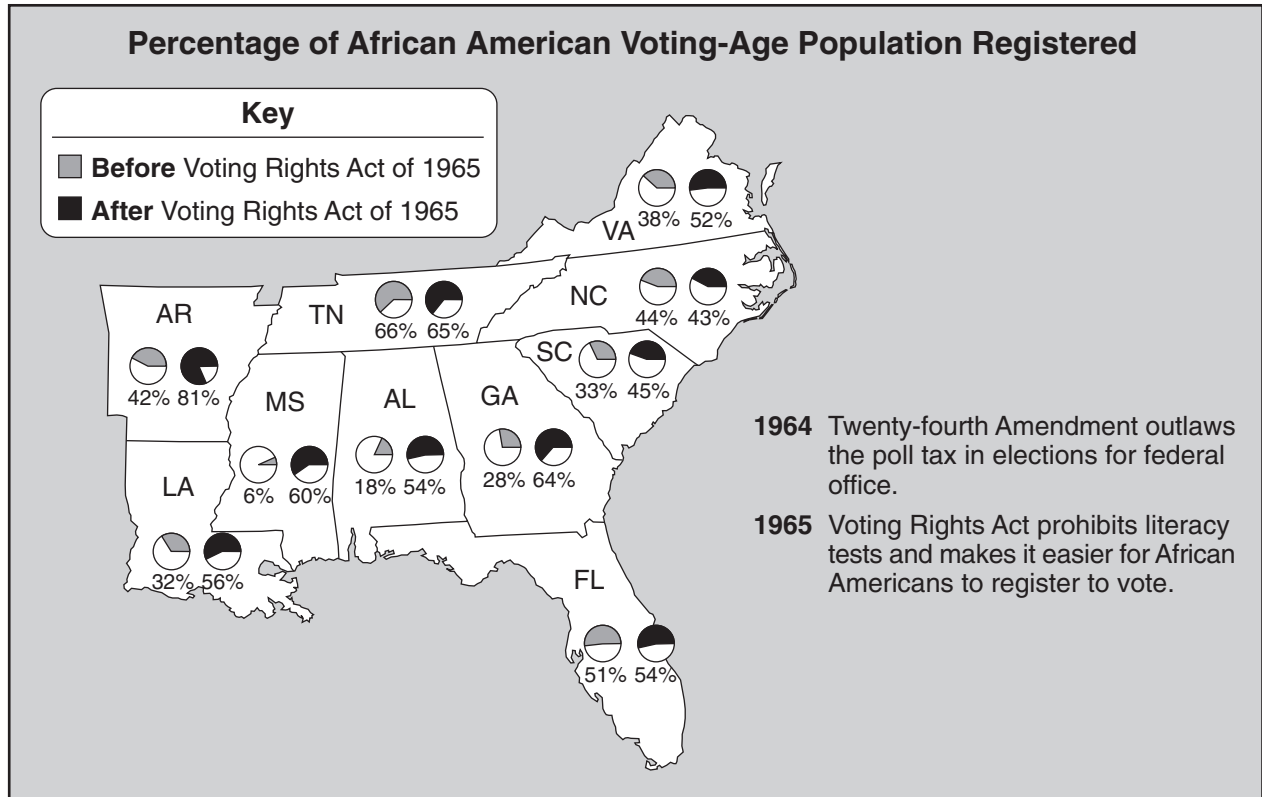
. . . From the Greensboro area there must have been people from six or seven university campuses who wanted to participate, who wanted to help sit-in, who wanted to help picket [take part in a public demonstration]. We actually got to the point where we had people going down in shifts. It got to the point wherein we took all the seats in the restaurants. We had people there in the mornings as soon as the doors were open to just take every seat in the restaurant or at the lunch counter. . . .

Source: Franklin McCain interview, *My Soul is Rested: Movement Days in the Deep South Remembered*, Howell Raines, ed., G.P. Putnam's Sons, 1977

3 Based on this document, identify **one** method of protest that was used to gain equality. [1]

Score

Document 5



Source: Paul S. Boyer et al., *The Enduring Vision: A History of the American People*, D.C. Heath and Co., 1996 (adapted)

5a What major trend in African American voter registration is shown by this map? [1]

Score

b Identify **two** actions taken by the federal government that help explain the trend shown on the map. [2]

(1) _____

(2) _____

Score

Document 6

. . . But far beyond this, *we call upon them* [African Americans] *to accept Christian Love in full knowledge of its power to defy evil.* We call upon them to understand that *non-violence is not a symbol of weakness or cowardice*, but as Jesus demonstrated, *non-violent resistance transforms* [changes] *weakness into strength and breeds courage in face of danger.* We urge them, no matter how great the provocation [aggravation] to dedicate themselves to this motto:

“Not one hair of one head of one white person shall be harmed.”

We advocate [support] non-violence in words, thought and deed, we believe this spirit and this spirit alone can overcome the decades of mutual fear and suspicion that have infested and poisoned our Southern culture. . . .

Source: Southern Negro Leaders Conference on Transportation and Nonviolent Integration, “A Statement to the South and Nation,” January 11, 1957, Atlanta, Ga.

6 According to this document, what method was recommended to help African Americans achieve equality? [1]

Score

Document 7



Source: David Horsey, *The Seattle Post Intelligencer*, 1992

7 According to the cartoonist, African Americans have made gains in racial equality. In what area of equal rights do African Americans still face challenges? [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 your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

The struggle for equal rights for African Americans has been long and difficult. Beginning in the 1950s, the fight for equality gained momentum. This struggle for equality is known as the modern civil rights movement.

Task:

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

- Discuss ways in which African Americans have been denied equal rights
- Discuss methods that individuals, groups, *and/or* the government have used since 1950 to deal with the inequality faced by African Americans

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	