

THE UNIVERSITY OF THE STATE OF NEW YORK

GRADE 8

INTERMEDIATE-LEVEL TEST SOCIAL STUDIES

BOOKLET 2

DOCUMENT-BASED QUESTION (DBQ)

JUNE 6, 2007

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 It is designed to test your ability to work with historical documents.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

After the stock market crash of 1929, the United States went into a period of economic crisis known as the Great Depression. During this time, the political, economic, and social institutions of the United States were in turmoil. The government, various groups, and individuals sought ways to address the problems that Americans faced.

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

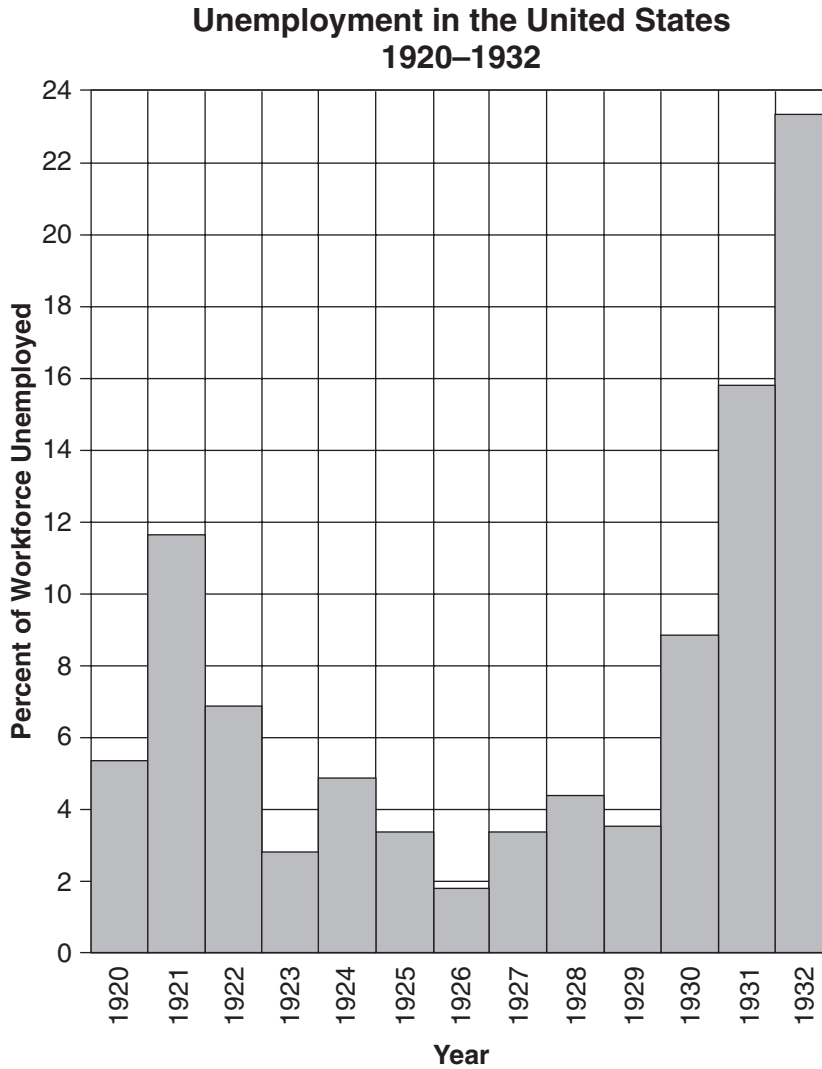
- Discuss the problems that Americans faced during the Great Depression
- Discuss actions taken by the government, *and/or* various groups, *and/or* individuals in an attempt to solve the problems brought about by the Great Depression

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: *Historical Statistics of the United States*, U. S. Bureau of the Census (adapted)

1 According to this graph, how did the stock market crash of 1929 affect workers? [1]

Score

Document 2



Then, on Black Thursday, the American dream turned into a nightmare as Wall Street's Stock Market Boom turned into The Crash. People were stunned, unbelieving at first. Paper fortunes had vanished, but money was the foundation of American life. Disbelief turned to panic as people besieged [stormed] the banks (this one was in New Jersey) trying to withdraw their life's savings — often too late. The banks began to collapse and industrial production ground to a halt.

Source: Robert Goldston, *The Great Depression: The United States in the Thirties*, Bobbs-Merrill

2 According to this document, what effect did The Crash have on banks? [1]

Score

Document 3

This excerpt is from an article about Vera, a college-educated woman in New York City who was deeply affected by the Great Depression.

Vera

. . . Vera has never had a job. Almost every day of her first year in New York was spent in the discouraging routine all too familiar to the inexperienced college graduate looking for work. Employment agencies and prospective employers were usually indifferent to her plight when they discovered her lack of experience. And the money she spent on stamps for answering want ads was wasted; her letters never elicited [brought] replies.

For a time she lived on a small inheritance. But by the summer of 1934 it was gone and she seemed as far as ever from any hope of getting a job. Despite the intense heat and the growing nausea and weakness of slow starvation she continued to look for work for a month after her funds gave out. During this period she did not pay any rent for her furnished room and for food she depended almost entirely on occasional dinner invitations from her friends. There were not many of these invitations because she did not tell anyone how desperate her situation really was. Sometimes, though, she would borrow a dollar which usually went for carfare when she got so tired she couldn't walk further or, contrary to her better judgment, for food.

After four weeks of assuring her landlady that she would soon get a job and pay her rent she came home one night to find that all her clothing and personal belongings had disappeared during her absence. Frantic, she appealed to the landlady who told her that everything would be returned when she paid her rent. The value of her possessions was of course far greater than the amount of unpaid rent and she asked friends to loan her twelve dollars, the sum of her indebtedness. When she went home that night to redeem her possessions she found that a new lock had been put on the outside door of the house and that her key no longer fitted it. She rang the bell and knocked for a long time, but there was no answer. . . .

Source: Ruth L. Porterfield, "Women Available," *The American Mercury*, April 1935

3 Based on this document, identify **two** problems Vera faced during the Great Depression. [2]

(1) _____

Score

(2) _____

Score

Document 4

Many “kitchens” similar to this one in Chicago in 1931 were opened by various individuals or groups.



Source: National Archives (adapted)

4 Based on this photograph, what assistance is being offered to the people standing in line? [1]

Score

Document 5

. . . In such a spirit on my part and on yours we face our common difficulties. They concern, thank God, only material things. Values have shrunk to fantastic levels; taxes have risen; our ability to pay has fallen; government of all kinds is faced by serious curtailment [decrease] of income; the means of exchange [money and credit] are frozen in the currents of trade; the withered leaves [failure] of industrial enterprise [business] lie on every side; farmers find no markets for their produce; the savings of many years in thousands of families are gone. . . .

Our greatest primary task is to put people to work. This is no unsolvable problem if we face it wisely and courageously. It can be accomplished in part by direct recruiting [hiring] by the Government itself, treating the task as we would treat the emergency of a war, but at the same time, through this employment, accomplishing greatly needed projects to stimulate and reorganize the use of our natural resources. . . .

Source: President Franklin D. Roosevelt, Inaugural Address, 1933, FDR Library

5a According to President Roosevelt, what **two** problems did Americans face in 1933? [2]

(1) _____

Score

(2) _____

Score

b According to this document, what did President Roosevelt say the government should do to solve the problems of the Great Depression? [1]

Score

Document 6



Source: Clifford Berryman, *Washington Star*, January 5, 1934, Library of Congress (adapted)

6a In this cartoon, who does the doctor represent? [1]

Score

b In this cartoon, what do the bottles on the table represent? [1]

Score

Document 7

In 1933, Dr. Francis Townsend proposed a pension plan to the national government. This plan helped encourage the creation of the Social Security Act of 1935.

The Townsend Plan
...in Brief

Have the National Government enact legislation to the effect that all citizens of the United States — man or woman — over the age of 60 years may retire on a pension of \$200 per month on the following conditions:

1. That they engage in no further labor, business or profession for gain.
2. That their past life is free from habitual criminality.
3. That they take oath to, and actually do spend, within the confines of the United States, the entire amount of their pension within thirty days after receiving same.

Have the National Government create the revolving fund by levying a general sales tax; have the rate just high enough to produce the amount necessary to keep the Old Age Revolving Pensions Fund adequate to pay the monthly pensions.

Have the act so drawn that such sales tax can only be used for the Old Age Revolving Pensions Fund.

OLD AGE REVOLVING PENSIONS, INC.
148 American Avenue Long Beach, California

BEACH CITY PTD. CO., 242 E. 9TH, L. I. P. COPYRIGHT 1934, F. E. TOWNSEND

Source: Social Security Administration (<http://www.ssa.gov>)

7a According to this document, which group of people would benefit from Dr. Townsend's plan? [1]

Score

b Based on this document, state *one* provision of Dr. Townsend's plan. [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 to support your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

After the stock market crash of 1929, the United States went into a period of economic crisis known as the Great Depression. During this time, the political, economic, and social institutions of the United States were in turmoil. The government, various groups, and individuals sought ways to address the problems that Americans faced.

Task:

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

- Discuss the problems that Americans faced during the Great Depression
- Discuss actions taken by the government, *and/or* various groups, *and/or* individuals in an attempt to solve the problems brought about by the Great Depression

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

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| 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 | |