

THE UNIVERSITY OF THE STATE OF NEW YORK

GRADE 8

INTERMEDIATE-LEVEL TEST SOCIAL STUDIES

BOOKLET 2

DOCUMENT-BASED QUESTION (DBQ)

JUNE 2–3, 2004

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 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 (1–7). The question is designed to test your ability to work with historical documents.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:

Women have not had the same social, economic, and political rights as men. The struggle for women’s rights is an important part of United States history. Individuals, groups, and historical events have helped women in their struggle for equality.

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 **two** ways in which women historically have **not** had the same rights as men
- Identify and discuss **two** individuals, groups, **and/or** events that have helped women in their struggle for equal rights

TURN THE PAGE FOR PART A 

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

. . . We have been obliged to preach woman's rights, because many, instead of listening to what we had to say on temperance, have questioned the right of a woman to speak on any subject. In all courts of justice and legislative assemblies, if the right of the speaker to be there be questioned, all business waits until that point be settled. Now, it is not settled in the mass of minds that woman has any rights on this footstool, and much less a right to stand on an even pedestal with man, look him in the face as an equal, and rebuke the sins of her day and generation. Let it be clearly understood, then, that we are a woman's rights Society; that we believe it woman's duty to speak whenever she feels the impression [urge] to do so; that it is her right to be present in all the councils of Church and State. The fact that our agents are women, settles the question of our character on this point. . . .

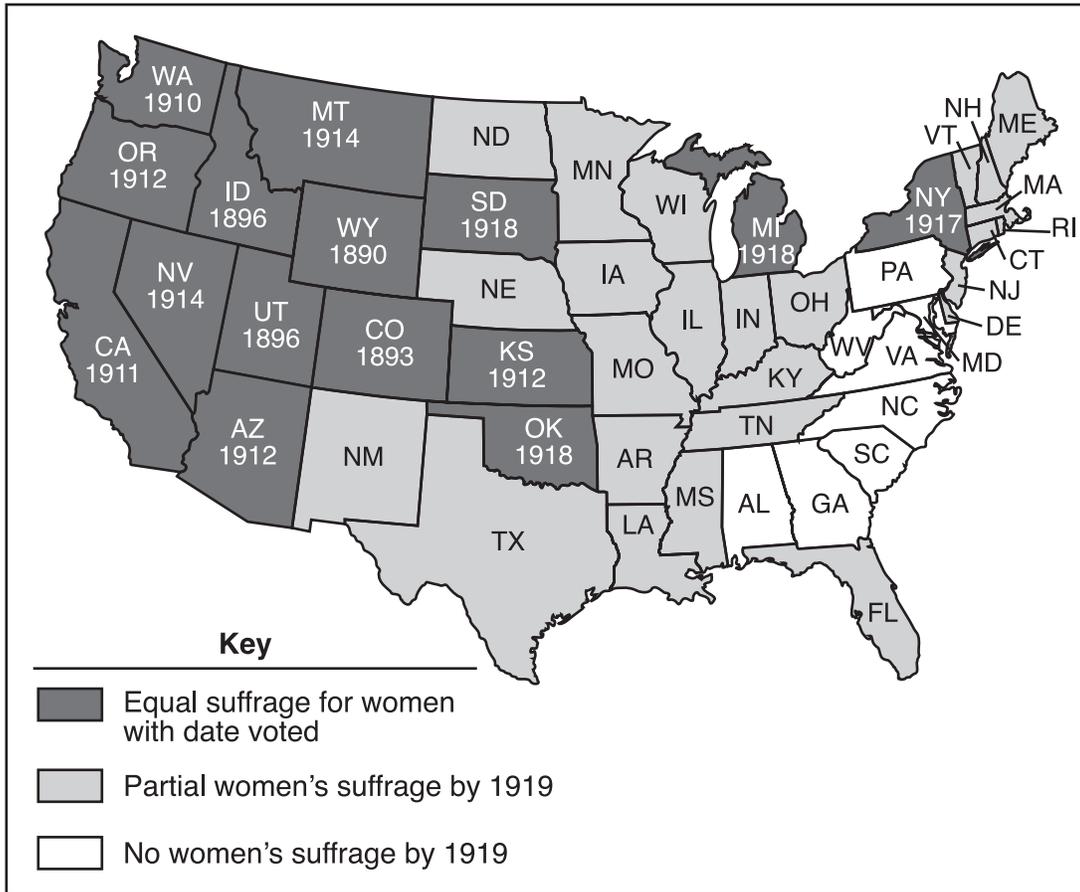
Source: Elizabeth Cady Stanton, Address, First Annual Meeting of the Woman's State Temperance Society, Rochester, New York, June 1, 1853

1 According to this document, which constitutional right was denied to women? [1]

Score

Document 2

Women's Suffrage Before Ratification of the 19th Amendment, 1920



Source: Sandra Opdycke, *The Routledge Historical Atlas of Women in America*, Routledge (adapted)

2a Which region or section of the country led the way in recognizing a woman's right to vote? [1]

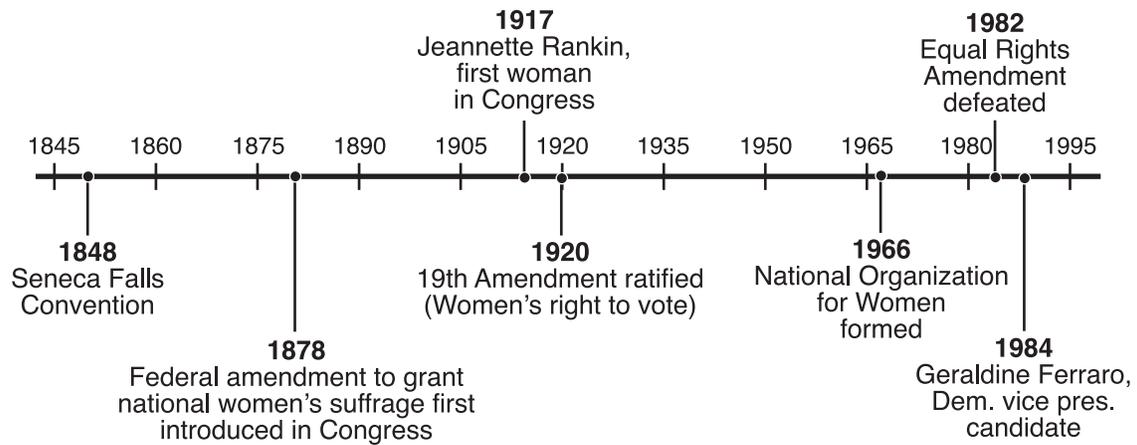
Score

b Which event allowed all women in the United States the right to vote? [1]

Score

Document 3

The time line shows important social, economic, and political events in the women's rights movement.



3a In which year was the federal amendment granting national women's suffrage first introduced in Congress? [1]

Score

b Which women's rights group was formed in the 1960s? [1]

Score

World War II Poster



Source: J. Howard Miller, Rosie the Riveter's "We Can Do It,"
War Production Co-ordinating Committee

4 What does this poster show about the role of women in the workforce during World War II? [1]

Score

Document 5

. . . If women expected their votes to bring swift changes in their lives, they had few reasons to cheer. They benefited from employment opportunities caused by the impact of World War II, but most of those opportunities evaporated in the postwar years. After the war women were expected to step aside for returning veterans who wished to reclaim jobs; as a result, most women assumed roles that were just as restricted as before the war.

Two events in 1963 demonstrated women’s plight and frustrations. First, a report on sex discrimination by the Presidential Commission on Women, appointed by President Kennedy in 1961, documented inequities [unequal treatment] women experienced in the workplace, and showed them to be similar to those suffered by minority groups. The Commission’s findings revealed, among other things, that only 7 percent of the nation’s doctors and fewer than 4 percent of its lawyers were women. While acknowledging the larger role married women played in the economy, the Commission nonetheless asserted that a woman’s primary role was as mother and wife, and it recommended special training of young women for marriage and motherhood. It also expressed opposition to an equal rights amendment, maintaining that the Fourteenth Amendment sufficiently protected women’s equality of opportunity. This Amendment provides that States may not “deprive any person of life, liberty, or property, without due process of law; nor deny any person within its jurisdiction the equal protection of the laws. . . .”

Source: Myron A. Marty, *Daily Life in the United States, 1960–1990: Decades of Discord*, Greenwood Press, 1997

5a According to this document, why were women encouraged to leave the workforce at the end of World War II? [1]

Score

b According to the report of the Commission on Women, what was a woman’s primary role? [1]

Score

Document 6

Title VII of the Civil Rights Act of 1964

. . . UNLAWFUL EMPLOYMENT PRACTICES

SEC. 2000e-2 [*Section 703*]

(a) It shall be an unlawful employment practice for an employer —

(1) to fail or refuse to hire or to discharge any individual, or otherwise to discriminate against any individual with respect to his compensation, terms, conditions, or privileges of employment, because of such individual's race, color, religion, sex, or national origin; or

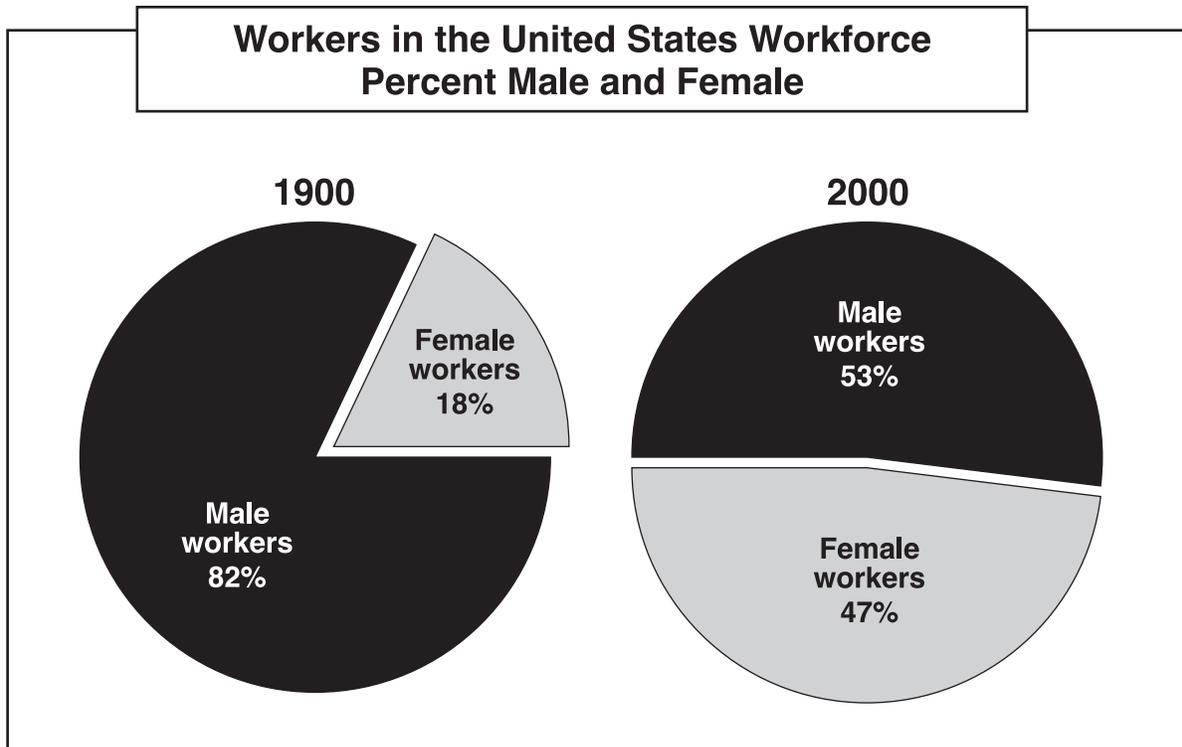
(2) to limit, segregate, or classify his employees or applicants for employment in any way which would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect his status as an employee, because of such individual's race, color, religion, sex, or national origin. . . .

Source: <http://www.eeoc.gov/policy/vii.html>

6 According to this document, how did the Civil Rights Act of 1964 protect the rights of women? [1]

Score

Document 7



Source: United States Census Bureau (adapted)

7 Based on the graphs, state **one** conclusion that can be drawn about the change in the percentage of women in the workforce between 1900 and 2000. [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 the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Women have not had the same social, economic, and political rights as men. The struggle for women's rights is an important part of United States history. Individuals, groups, and historical events have helped women in their struggle for equality.

Task:

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

- Discuss **two** ways in which women historically have **not** had the same rights as men
- Identify and discuss **two** individuals, groups, **and/or** events that have helped women in their struggle for equal rights

Guidelines:

In your essay, be sure to

- Address all aspects of the *Task* by accurately analyzing and interpreting at least **four** documents
- Incorporate information from the documents in the body of the essay
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and conclude with a summation of the theme

Part I Score	
Part II Score	
Part IIIA Score	
Total Part I, II, and IIIA Score	
Part IIIB Essay Score	
Final Score (obtained from conversion chart) scaled 1-100	