

THE UNIVERSITY OF THE STATE OF NEW YORK

# GRADE 5

## ELEMENTARY-LEVEL SOCIAL STUDIES TEST

### BOOKLET 2

### DOCUMENT-BASED QUESTION (DBQ)

NOVEMBER 14, 2002

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.

**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.

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## 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 This task is designed to test your ability to work with historical documents.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:

Some of the words, foods, games, and social customs that are a part of our culture had their beginnings in the early history of New York State. Native American Indians, the Dutch, and the English have all made contributions to our culture today.

#### 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:

- Discuss **four** kinds of contributions made by Native American Indians, the Dutch, and/or the English to our culture today

## 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

##### Games

The most popular ball game of the North American Indians . . . was *Tokonhon*, or “little-brother-of-war.” This free-for-all sport, with few fixed rules, was later adopted by the French settlers and renamed lacrosse. . . .

Source: Alex Whitney, *Sports and Games the Indians Gave Us*, David McKay Co.

Guessing Games were popular [among Native American children], with as many versions as the players could think up. The “Hand Game” had two versions:

- (1) A stone or small object was hidden in one hand, and the players tried to guess which hand.
- (2) Two objects were hidden, one in each hand. Players tried to guess which hand held which object. . . .

“Cat’s Cradle” was popular with the girls, and played just the way it’s played today except with string made from sinews [animal muscle].

Source: E. Cleary, *Woodland Indians*, Evan-Moor Corp.

- 1 Name **two** different games originally played by Native American Indians that are still played today. [0.5, 0.5]

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

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

## Document 2

For many [English] colonists, pumpkins were the difference between survival and starvation. Native North Americans grew them and traded or sold them to the colonists until the colonists had saved up pumpkin seeds and learned to plant their own.

People ate pumpkin soup, pumpkin pudding, baked pumpkin, boiled pumpkin, pumpkin pancakes, and, of course, pumpkin pie. People jokingly called Thanksgiving Day, St. Pompion's Day. (Colonists spelled pumpkin, *pompion*.)

Source: Laurie Carlson, *Colonial Kids: An Activity Guide to Life in the New World*, Chicago Review Press, Inc.

**2a** According to this document, what food did the Native American Indians trade or sell to the English colonists? [0.5]

Score

**b** According to this document, list **two** food items English colonists made from *pompion*. [0.5, 0.5]

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

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

### Document 3

The Dutch may have invented the fried doughnut, but it was good old Yankee [American] ingenuity [ideas] that put the hole in the center. The Dutch called them *Olykoek* (oily cake), but when the Pilgrims pirated [borrowed] their recipe and brought it to New England, they began shaping their *dough* into spheres the size of walnuts and the new name, dough “nuts,” emerged.

Source: Stephanie Bernardo, *The Ethnic Almanac*, Doubleday, Inc.

3 Name *two* changes the Pilgrims made to the original Dutch “oily cake.” [0.5, 0.5]

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

\_\_\_\_\_ Score

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

\_\_\_\_\_ Score

## Document 4

### Native Americans and the English Language

When European explorers and settlers came to the New World, they adopted many Native American words for animals and plants not found in the Old World. Eventually, many of these words became part of the English language. Animal names that come from Indian words include *moose*, *opossum*, *raccoon*, *skunk*, and *woodchuck*. Among the plant names based on Indian words are *hickory*, *hominy*, *pecan*, . . . *squash*, and *succotash*.

Other English words borrowed from Indian languages include *moccasin* and *toboggan*. In addition, *avocado*, *canoe*, *chili*, *chocolate*, *coyote*, *hurricane*, *tobacco*, *tomato*, and many other words come from Spanish versions of Indian words.

Hundreds of mountains, rivers, cities, and towns in North and South America also have Indian names. For example, the name of the *Mississippi River* comes from an Algonquian word meaning “big river.” Such cities as *Chicago*, *Milwaukee*, *Omaha*, and *Ottawa* have Indian names. So do more than half the states of the United States, including *Alabama*, *Connecticut*, *Illinois*, *Iowa*, *Kansas*, *Utah*, and *Wyoming*.

Source: *World Book Encyclopedia*, World Book, Inc.

- 4 Based on the reading passage, complete the chart below by giving **one** example of an English word that first came from a Native American Indian word in **each** category. [0.5, 0.5, 0.5, 0.5]

Categories of Words	Words First Used by Native American Indians	Score
Animal		
Food/Plant		
City		
State		

## Document 5

### Dutch Heritage in New York

The Dutch. . . left their strongest impress [influence] on social customs. Sleighing, coasting, and ice skating count among their innovations. . . .

The Dutch gave to the city of New York its colors and seal and to the state some of its most distinguished names: the Van Rensselaers, Van Burens, and Roosevelts. And they gave to the nation several words from their language: *bowery* (farm), *brief* (letter), *spook* (ghost), *scow* (riverboat), and *yacht*. *Cruller* and *cooky* are Dutch words, as are *boss*, *dope* (as in 'give me the inside dope'), *lope*, and *kill* (meaning creek, and common mainly in the Middle Atlantic states). The front *stoop* [step] is a Dutch word and architectural innovation.



Source: David Hawke, *The Colonial Experience*, Bobbs-Merrill Company, Inc.

**5a** Based on this document, name **two** social customs that the Dutch brought to New York. [0.5, 0.5]

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

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

**b** List **two** Dutch words that have become part of the English language today. [0.5, 0.5]

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

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

## Document 6



Source: Carol Beach (retold), *Washington Irving's Rip Van Winkle*, Troll Associates

In the 1600s, people in the Netherlands enjoyed bowling. The early Dutch colonists brought the game with them when they came to North America.

The game they played then was a little bit different from the one we play now. The players used nine pins, not ten like today. And they played the game outside. They rolled the bowls, or balls, down a long strip of grass called a bowling green. . . .

Source: *New York Adventures in Time and Place*, Macmillan/McGraw Hill

6 Which game did the Dutch bring to North America in the 1600s? [0.5]

Score

**FOR TEACHER USE ONLY**

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

Maximum Total is 8 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:**

Some of the words, foods, games and social customs that are a part of our culture had their beginnings in the early history of New York State. Native American Indians, the Dutch, and the English have all made contributions to our culture today.

#### **Task:**

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

- Discuss **four** kinds of contributions made by Native American Indians, the Dutch, and/or the English to our culture today

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

- Discuss **four** kinds of contributions made by Native American Indians, the Dutch, and/or the English to our culture today
- Include an introduction, body, and a conclusion
- Use information from the documents in your answer
- 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 11 Points)	
Part III A Score (Maximum of 8 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	