

GRADE 5 ELEMENTARY SOCIAL STUDIES TEST

TEST SAMPLER DRAFT

June 2001

This test sampler contains a complete grade 5 social studies practice test consisting of thirty-five sample multiple-choice items, four constructed response items, and one document-based question (DBQ). The format of the elementary DBQ is based on the “scaffold” model. This model is also used on the grade 8 social studies examination and high school Regents examinations.

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of Curriculum, Instruction, and Assessment
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June 2001

To: District Superintendents of Schools
Superintendents of Public and Nonpublic Schools
Principals of Public and Nonpublic Elementary Schools

From: Roseanne DeFabio

Subject: **Elementary Social Studies Test Sampler Draft**

Enclosed you will find an elementary social studies test sampler designed to assist K-5 teachers in preparing their students for the November 2001 State assessment in social studies. The first administration of the elementary social studies test will be on November 14 and 15, 2001 with makeup days on November 16 and 19, 2001. In March 2000, we distributed the *Grade 5 Elementary Social Studies Test Draft*, and in February 2001 the *Elementary Social Studies Document Based Question* was distributed.

This packet includes a complete practice test, including the scoring guide and rubric for the document-based question (DBQ). This DBQ uses the "scaffold question format" which will be used on the November 2001 test. Teachers can use this entire practice test or any part of it to familiarize their students with the types of questions, the format, the general directions, and the generic DBQ scoring rubric for this test. This publication does not contain sample student papers or scoring commentaries. The *Elementary Social Studies Document Based Question* (Revolutionary War) mailed in February 2001 should be used to train teachers to score this type of examination question. Please share this document with teachers in your building. You can find this document and others on our website at <http://www.emsc.nysed.gov/ciai/social.html>

We hope that this sample test, along with the other elementary social studies materials, assists you in preparing students for the upcoming social studies examination. If you have any questions or need additional information, please feel free to contact Gary Warren (518) 474-3860. Also, please feel free to complete and return the enclosed comment sheet at the back of this publication. Thank you for your continued help in improving social studies curriculum, instruction, and assessment.

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Introduction

The new Grade 5 Elementary Social Studies Test has been developed to reflect the social studies content and intellectual skills described in the five social studies standards. This new assessment will provide students with varied opportunities to demonstrate what they know and are able to do. Questions on this examination will focus on the student's knowledge of elementary social studies skills and content emphasized in the *Social Studies Resource Guide with Core Curriculum* for grades K-4. Items for this sample assessment resulted from the collaborative efforts of New York State teachers, school districts, State Education Department staff, and the Washington-Saratoga-Warren-Hamilton-Essex BOCES.

Components and Weighting of the Grade 5 Elementary Social Studies Test

ITEM TYPE	NUMBER OF ITEMS	APPROXIMATE PERCENTAGE OF THE TEST
Multiple-choice	35	50%
Constructed response	3-4	20%
Document-based question (DBQ)	1	10% - scaffolded questions/notes 20% - essay TOTAL = 30%

The revised Grade 5 Elementary Social Studies Test Specifications Grid (see Appendix A) indicates a range of multiple-choice items from each social studies unit and social studies standard that can be included in Part I of this examination. Teachers should review the social studies skills section and the K-4 content understandings of the *Social Studies Resource Guide with Core Curriculum* for additional information about what might be asked on future elementary examinations. The multiple-choice items and constructed response items are designed to assess both the students' understanding of K-4 social studies content and their ability to apply that content to the interpretation and analysis of reading passages, graphs, political cartoons, maps, charts, and diagrams.

Students will be expected to apply the intellectual skills (taken from the elementary-level performance indicators) in completing the document-based question included on the elementary social studies test. Document-based questions require students to identify and explore events or issues by examining, analyzing, and evaluating textual and visual primary and secondary source documents. The format of an elementary-level, document-based question has been finalized. The scaffold model (similar to the format used for the grade 8 and commencement-level social studies tests) will be the format used for the elementary DBQs. In October 2001, the Department will again administer several grade 5 elementary social studies field tests and pretests to a scientifically selected sample of elementary schools for the purpose of further refining question formats, scoring materials, and actual test items for use on future grade 5 social studies tests.

The elementary social studies test will be administered to grade 5 students in November of each year. This test will be given in two sessions of 1 1/2 hour each on two consecutive days as determined by the New York State Education Department. Day one will include the multiple-choice and constructed response portions of the test (Parts I and II), and day two will include the DBQ portion (Part III). Students must take all three sections of the test. Students will be required to answer all of the questions on the test. The first administration of this test is scheduled for November 14 and 15, 2001. Days to make up the test administration have been scheduled for November 16 and 19, 2001.

In accordance with Commissioner's Regulation 100.2, students who score below the State-designated performance level on the Grade 5 Elementary Social Studies Test must be provided academic intervention services (AIS) by their school by the start of the second semester of the 2001-2002 school year. The State-designated performance level will be established by a standard-setting process using student responses from grade 5 social studies field tests.

Test modifications must be consistently provided to students with disabilities when it is determined that such accommodations are necessary. These modifications must be documented in either an Individualized Education Plan (IEP) or in a Section 504 Accommodation Plan. The various State assessments are being developed by both special and general educators to ensure that they are appropriate for students with disabilities.

The tasks in this sampler may be administered in the classroom to help teachers plan for instruction. Sometime before taking the sample test, students should be introduced to the test format and general scoring guidelines. Teachers are encouraged to use the scoring guides and sample papers in the *Sample of a Grade 5 DBQ With Scaffolding* (Revolutionary War DBQ), released in February 2001, for practice in scoring the essay portion of the DBQ.

In considering implications of student results on the elementary social studies test for curricular planning, teachers may want to answer the following questions:

- Is your local elementary social studies curriculum aligned with the State learning standards for social studies as detailed in the K-4 core curriculum?
- On which components did students seem to be most successful? least successful?
- To what extent did students follow the guidelines included with each question type?
- To what extent did students use the scaffolding portion of the document-based question to respond properly to the larger question presented in the document-based essay?
- What learning experiences will students need to perform well on each question?
- What opportunities do K-4 students have to engage in a social studies instructional program that includes writing in the content area, using documents of all kinds, and engaging in activities requiring higher-order thinking skills?

PART I: MULTIPLE-CHOICE

Directions (Questions 1-35): Each question is followed by four choices. Read each question carefully. Decide which choice is the correct answer. Mark your answer on the separate answer sheet by filling in the circle that has the same letter as the answer you have chosen. Use pencil to mark your answer sheet.

Look at the **sample question** below.

S-1 Which city is the capital of New York State?

- A Utica
- B New York City
- C Buffalo
- D Albany

The correct answer is **Albany**, which is next to letter **D**. On your answer sheet, you would fill in the circle for letter **D**.

Answer all 35 questions on Part I of this test. Fill in only one circle for each question. Be sure to erase completely any answer you want to change. You may not know the answers to some of the questions, but do the best you can on each one.

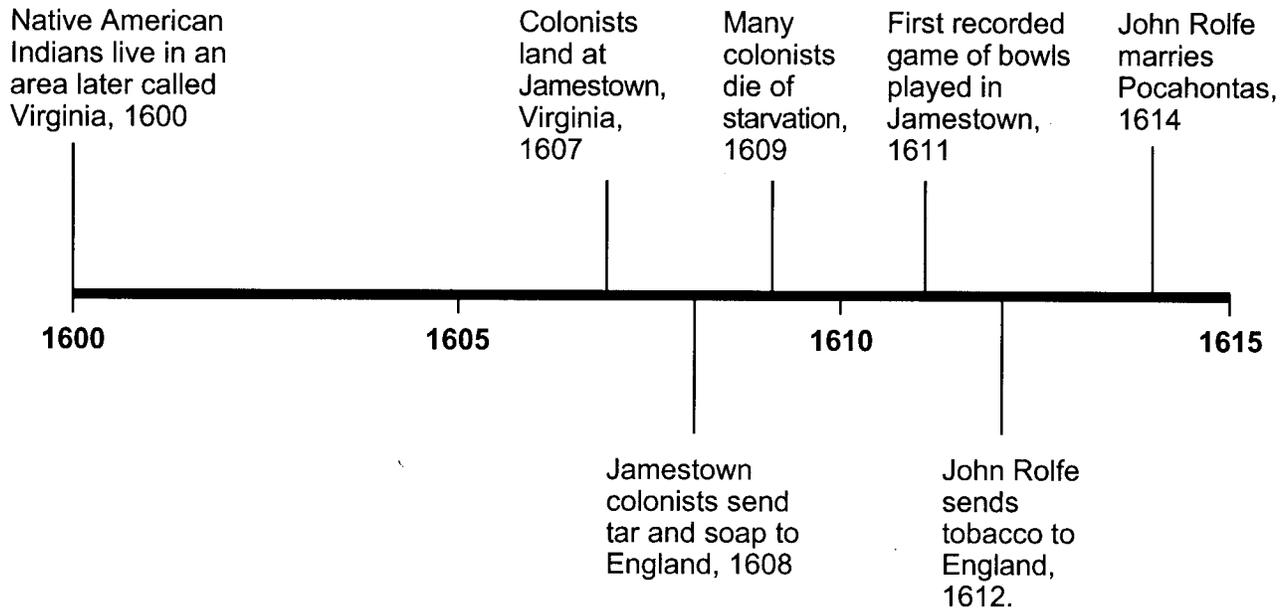
1 Base your answer to question 1 on the outline below.

I. _____
A. John Cabot
B. Christopher Columbus
C. Henry Hudson
D. Jacques Cartier

Which term belongs in the heading after Roman numeral I?

- A Inventors
- B Explorers
- C Scientists
- D Rulers

Base your answers to questions 2 and 3 on the time line below.



- 2 Which of the following events happened **last**?
- A Starvation killed many colonists.
 - B Colonists began to play bowls.
 - C Colonists exported first products to England.
 - D John Rolfe sent tobacco to England.
- 3 How many years are shown on this time line?
- A 1
 - B 7
 - C 15
 - D 25
-
- 4 Which document was written during the Revolutionary War and listed the reasons the 13 colonies should no longer be part of the British Empire?
- A Declaration of Independence
 - B Magna Carta
 - C Gettysburg Address
 - D United States Constitution
- 5 Which source of information is an example of a primary source?
- A a book about the life of George Washington
 - B a television show about colonial life
 - C an encyclopedia article about the Erie Canal
 - D a letter from a farmer written in the 1800s

FAMILY RECORD

Husband Dennis William Farrell

Born on June 8, 1872 in Canton

Son of James Farrell
and Ellen Dromey

Wife Elizabeth Agnes White

Born on Feb. 12, 1876 in Ireland

Daughter of Thomas John White
and Catherine Marie Cotter

Married on Feb. 10, 1897

in Canton St. Lawrence Co. N. Y.

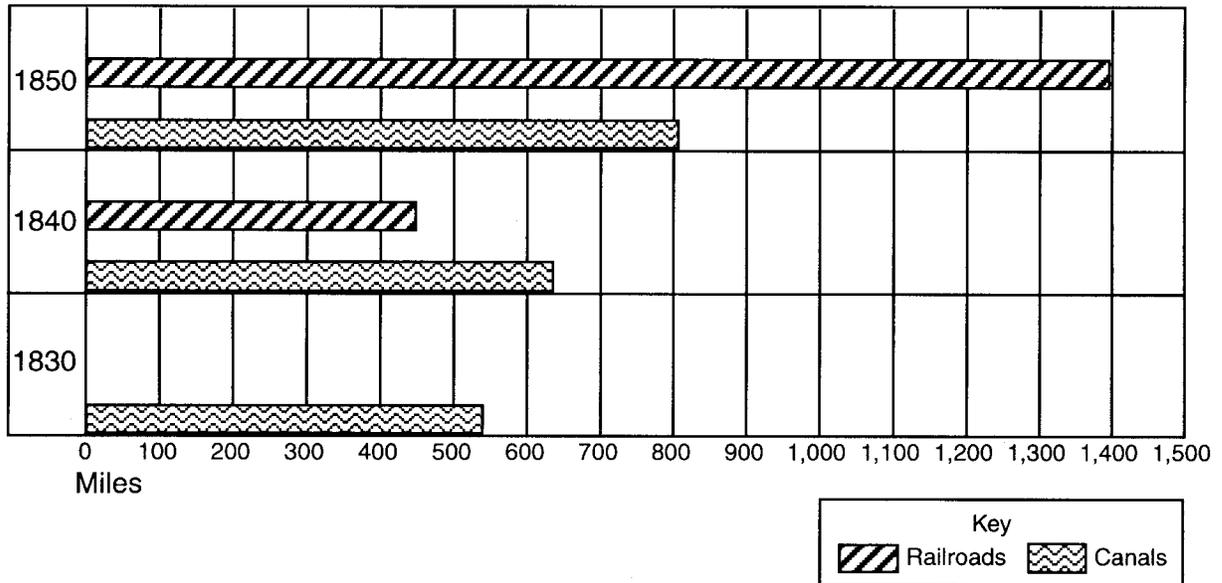
by Rev. James O. Driscoll

6 Which statement is true based on the family record above?

- A Dennis Farrell lived to be 70 years old.
- B Dennis and Elizabeth had a child named Agnes.
- C Elizabeth was an immigrant.
- D Elizabeth Farrell outlived her husband.

- 7 The graph below shows the number of miles of New York State canals and railroads in use between 1830 and 1850.

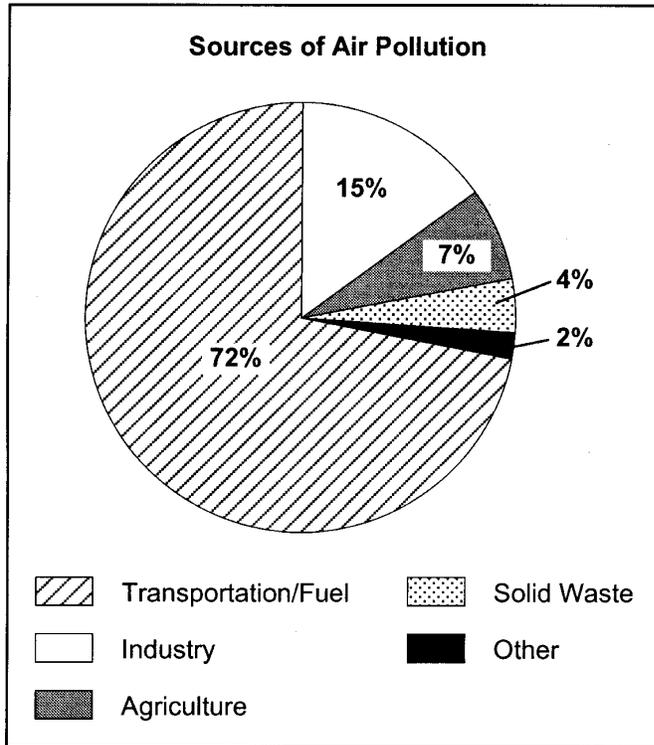
Miles of New York State Canals and Railroads, 1830-1850



Which conclusion can be drawn from this graph?

- A There were about 200 miles of canals in 1840.
 B Trains were slower than boats in 1850.
 C In 1850, there were more miles of railroad tracks than miles of canals in New York State.
 D In 1840, there were almost 400 more miles of canals than miles of railroad tracks in New York State.
-
- 8 Most people in Central America speak Spanish because
- A Spanish explorers once conquered the area
 B Spanish is an easier language than English
 C Native American Indians spoke Spanish
 D Spanish is the most popular language in the world
- 9 Around the world, people use different types of shelter such as tents, igloos, and huts. What is the best explanation for this fact?
- A People live in homes for different lengths of time.
 B People in these homes live under different types of governments.
 C People in these homes live in different climates.
 D People living in these homes have different-sized families.
- 10 A relief (physical) map is mainly used to show
- A landforms
 B populations
 C natural resources
 D jobs

Base your answers to questions 11 and 12 on the graph below.



- 11 According to the graph, what is the major cause of air pollution in the United States?
- A solid waste
 - B agriculture
 - C industry
 - D transportation/fuel
- 12 Based on the graph, one way Americans can help reduce air pollution is to
- A buy more factory-made products
 - B do more local driving
 - C walk to places that are nearby
 - D burn more wood in fireplaces
-
- 13 Each year, members of Sidra's family have a family get-together. They come from all parts of the country. They wear special costumes, dance and sing native songs, and eat certain foods. Sidra's family get-together is an example of
- A protecting rights
 - B following customs
 - C obeying laws
 - D saving resources

Base your answers to questions 14 and 15 on the writing of Christopher Columbus shown below.

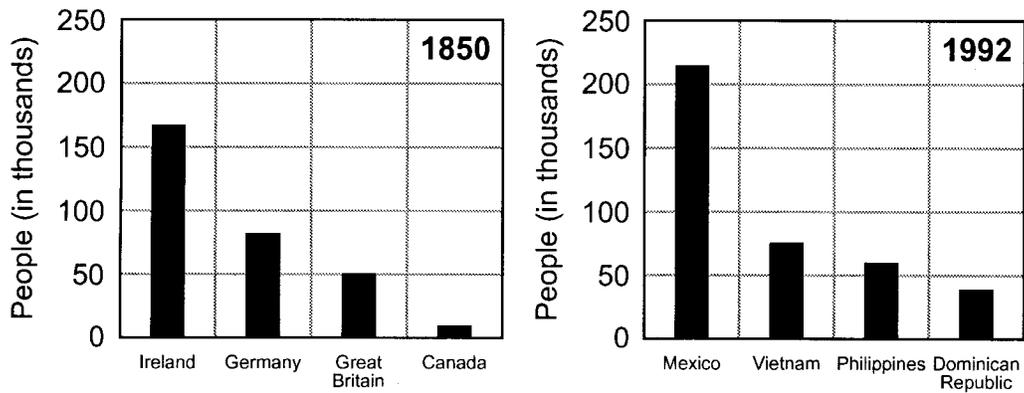
At dawn we saw ... people, and I went ashore in the ship's boat...
The people here call this island Guanahani (gwah uh HAHN ee) in their language,....
They are friendly ... people who [carry no weapons] except for small spears, and they have no iron... I showed one my sword, and through ignorance [not knowing] he grabbed it by the blade and cut himself. Their spears are made of wood, to which they attach a fish tooth at one end, or some other sharp thing.
...They traded and gave everything they had with good will, but it seems to me that they have very little and are poor in everything....
They brought us parrots, balls of cotton thread, spears, and many other things,.... For these items we traded them little glass beads and hawks' bells [small bells that are attached to the legs of a captive hawk].

Source: *The Log of Christopher Columbus*
presented to Queen Isabella in 1493
(adapted)

- 14 How did the people of Guanahani act when Columbus landed there?
- A They were upset that he came.
 - B They were eager to trade with him.
 - C They were ready to fight him.
 - D They were confused about his language.
- 15 In this passage, Columbus describes a difference between the Spanish culture's and the Guanahani culture's
- A boats
 - B food
 - C beads
 - D weapons
-

Base your answers to questions 16 through 18 on the charts below. The charts show the home countries of most immigrants who came to the United State in 1850 and 1992.

United States Immigration in 1850, and 1992

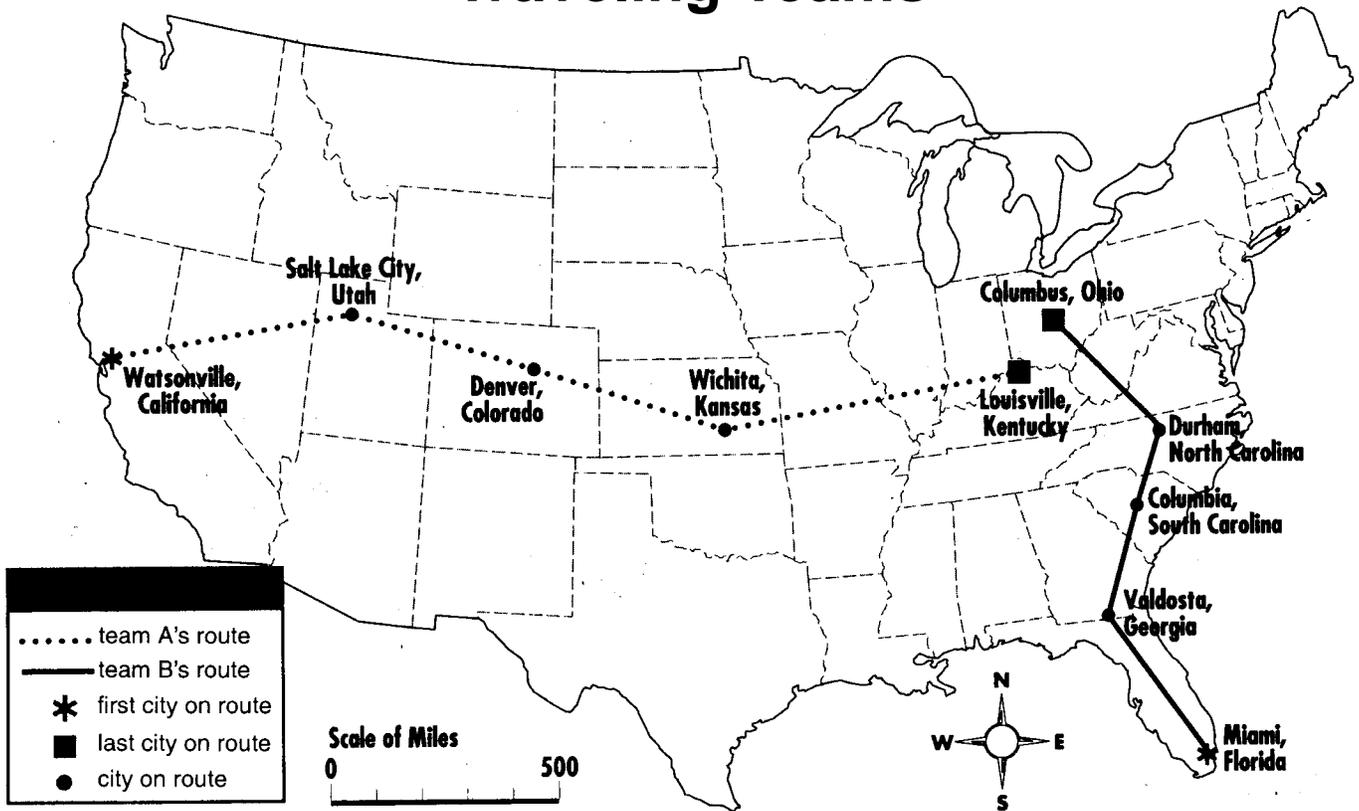


Home Countries of Immigrants

- 16 In 1850, the most immigrants came from which country?
- A Mexico
 - B Canada
 - C Dominican Republic
 - D Ireland
- 17 About how many immigrants came to the United States from Vietnam in 1992?
- A 50,000
 - B 75,000
 - C 100,000
 - D 200,000
- 18 One difference between immigration in 1850 and in 1992 was that in 1992
- A fewer immigrants came from Mexico
 - B many immigrants came from Germany and Canada
 - C immigrants came from different countries than in 1850
 - D fewer immigrants stayed in the United States

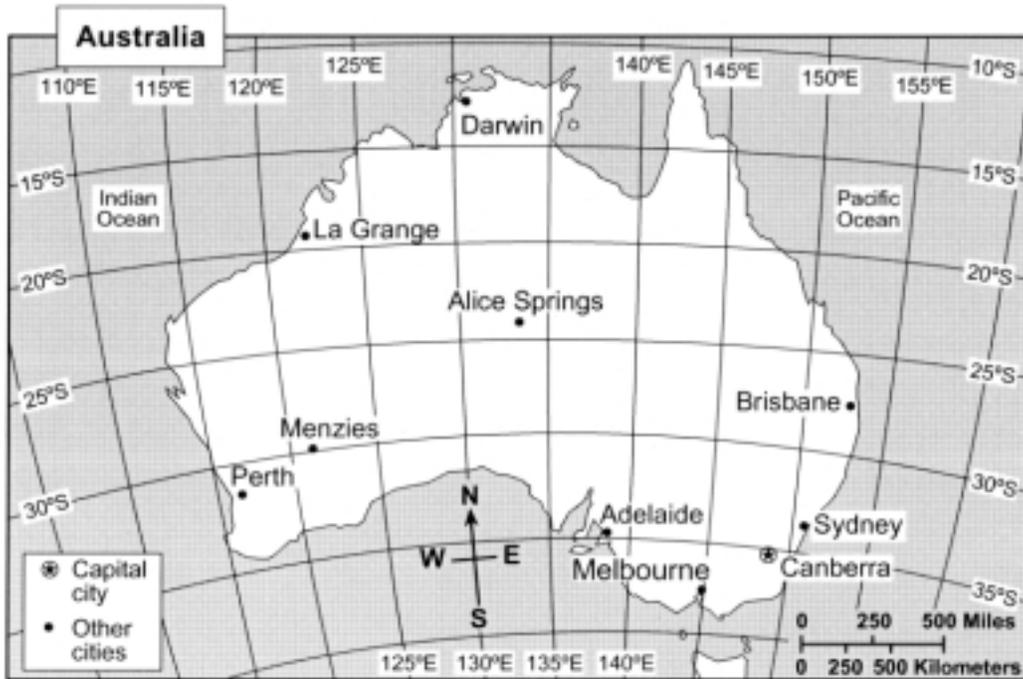
Base your answers to questions 19 through 21 on the map below. The map shows some of the cities where Habitat for Humanity traveling work teams will build homes. Habitat for Humanity is a charitable organization that builds homes for families in need.

Traveling Teams



- 19 In which city will team A start building?
- A Watsonville, California
 - B Louisville, Kentucky
 - C Columbus, Ohio
 - D Miami, Florida
- 20 Where will team B build a house just before it goes to Columbia, South Carolina?
- A Durham, North Carolina
 - B Valdosta, Georgia
 - C Miami, Florida
 - D Louisville, Kentucky
- 21 About how many miles is team A's trip from Salt Lake City, Utah, to Louisville, Kentucky?
- A 1,000 miles
 - B 1,200 miles
 - C 1,500 miles
 - D 2,000 miles

Base your answers to questions 22 through 24 on the map below and on your knowledge of social studies.



- 22 Which city is the capital of Australia?
- A Sydney
 - B Canberra
 - C Alice Springs
 - D Melbourne
- 23 In which direction would a person travel if he took a train directly from Perth to Alice Springs?
- A northeast
 - B northwest
 - C southeast
 - D southwest
- 24 Which city is located closest to 13°S, 131°E?
- A La Grange
 - B Brisbane
 - C Perth
 - D Darwin
-
- 25 The growth of suburbs all over New York State has resulted in a **decrease** in
- A highways
 - B trains
 - C farms
 - D houses

- 26 An example of people locating and developing a natural resource is
- A a Chinese business buying American machinery
 - B a Nigerian company finding and selling crude oil
 - C Israeli Jews and Arabs agreeing to a peace treaty
 - D European countries using the same kind of money
- 27 Martin has decided to spend some of his money on a compact disc (CD). The CD can be best described as a
- A need
 - B want
 - C tax
 - D loan
- 28 All countries have a special song to honor their country. These songs are called national
- A anthems
 - B customs
 - C monuments
 - D cultures

Base your answer to question 29 on the chart below.

Plans for Government in the Colonies, 1600's

1619	Virginia House of Burgesses	A plan for government that gave Virginia colonists the right to elect representative to a colonial legislature
1620	Mayflower Compact	A written agreement to make laws for the Plymouth colony
1639	Fundamental Orders of Connecticut	A written plan for government that gave the right to vote to free men who owned property in Connecticut
1682	Pennsylvania Frame of Government	A written plan for government that granted religious freedom to colonists in Pennsylvania

- 29 According to this chart, which plan of government was the first to grant religious freedom?
- A Mayflower Compact
 - B Fundamental Orders of Connecticut
 - C Virginia House of Burgesses
 - D Pennsylvania Frame of Government

- 30 Major changes or additions to the United States Constitution are called
- A proclamations
 - B values
 - C artifacts
 - D amendments

- 31 The final decision about who becomes the next town supervisor of a town in New York State would depend on the number of citizens who
- A sign a petition for the person
 - B write letters about the person
 - C vote for the person
 - D send an e-mail to the person
- 32 One of the responsibilities of local government is to
- A take care of streets and sidewalks
 - B elect the president
 - C raise an army
 - D make dollar bills and coins
- 33 The Bill of Rights in the United States Constitution guarantees
- A personal freedoms
 - B jobs for all
 - C a strong army
 - D equal health benefits for everyone
- 34 What do the stripes on the American flag represent?
- A the 13 largest colonial cities
 - B the original 13 colonies
 - C the first 13 presidents
 - D the first 13 amendments
- 35 The executive branch of the United States government includes the
- A President
 - B Senate
 - C Supreme Court
 - D House of Representatives

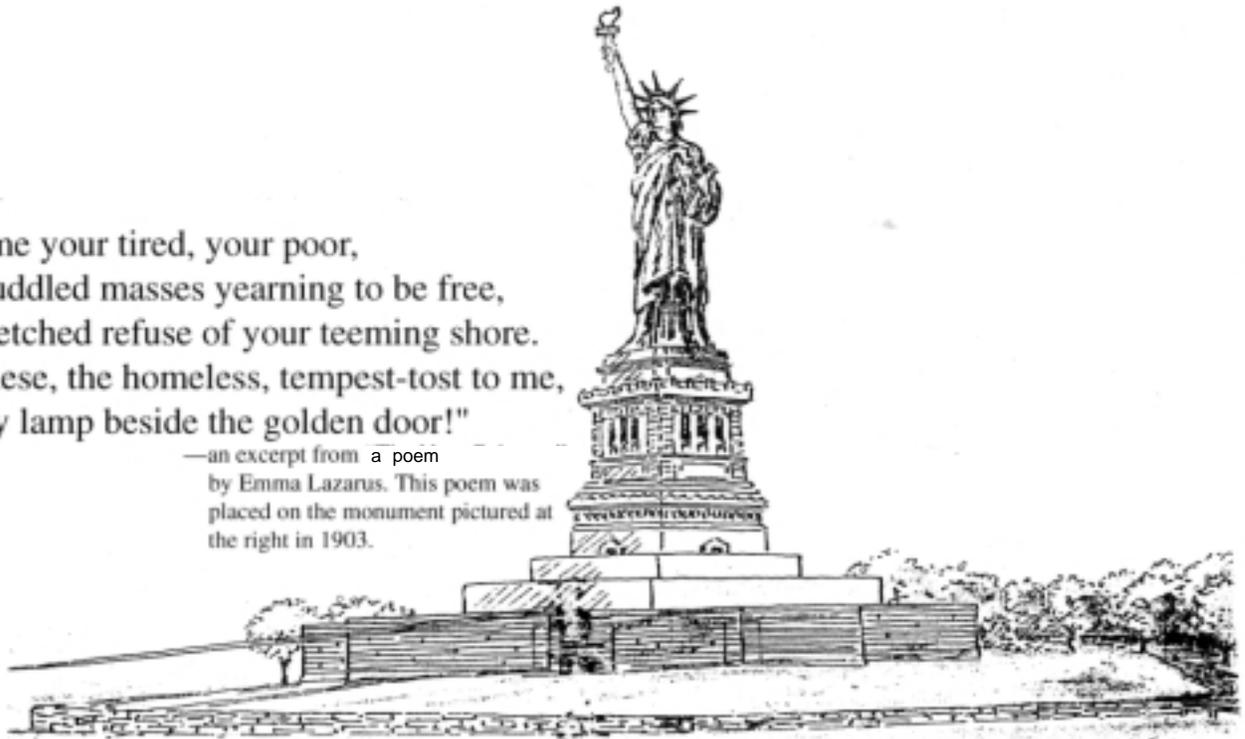
**PART II:
CONSTRUCTED RESPONSE ITEMS**

Directions (Questions 1- 14): For each question write your answer in the space provided in the test booklet. You may use either pen or pencil to write your answers. If you want to change an answer, cross out or erase your original response. You may not know the answers to some of the questions, but do the best you can on each one.

Base your answers to questions 1 through 3 on the picture and poem below.

"Give me your tired, your poor,
Your huddled masses yearning to be free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!"

—an excerpt from a poem
by Emma Lazarus. This poem was
placed on the monument pictured at
the right in 1903.



1 What is the name of the monument pictured here?

_____ [1]

2 What group of people is being welcomed in the poem by Emma Lazarus?

_____ [1]

3 What does this monument symbolize?

_____ [1]

Base your answers to questions 4 and 5 on the information below.

The Iroquois Great Peace

During the late 1500's, five related Iroquois Nations came together to form what is known as "The Iroquois League." The Five Nations were the Cayuga, Mohawk, Oneida, Onondaga, and Seneca. They lived in the woods and hills of New York State. The Iroquois called this union "The Great Peace." They did not want any more wars among themselves. They wanted to keep peace.

The Iroquois joined together for their common good. They created a council made up of leaders from each of the Five Nations. Iroquois women picked the leaders. Leaders were picked for life. The women chose leaders for their patience, good will, generosity, and ability to act in the best interests of all.

The Iroquois prospered for a long time, because of their unity and peace-seeking.

—*We The People: Build Our Nation*
(adapted)

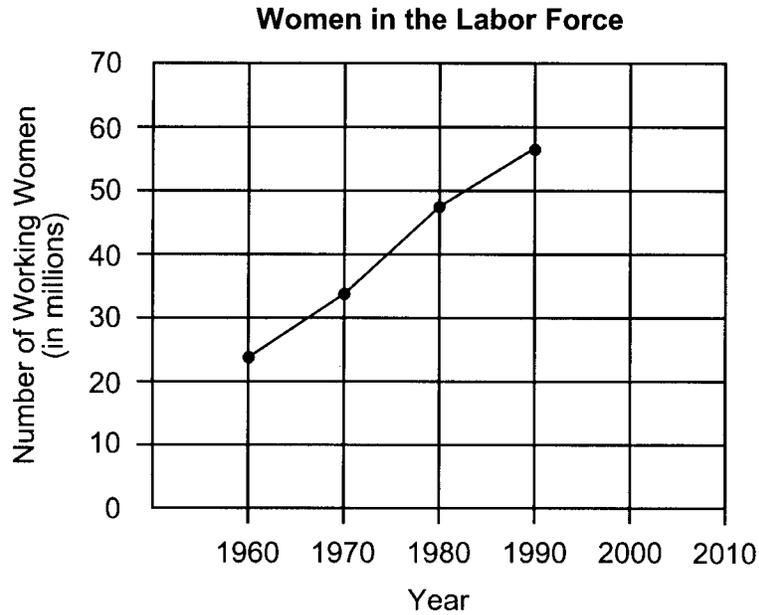
4 What role did women have in the Iroquois League?

[1]

5 What was one goal of the Iroquois people when they decided to form the Iroquois League?

[1]

Base your answers to questions 6 through 8 on the graph below.



6 According to this graph, about how many women were working in 1960?

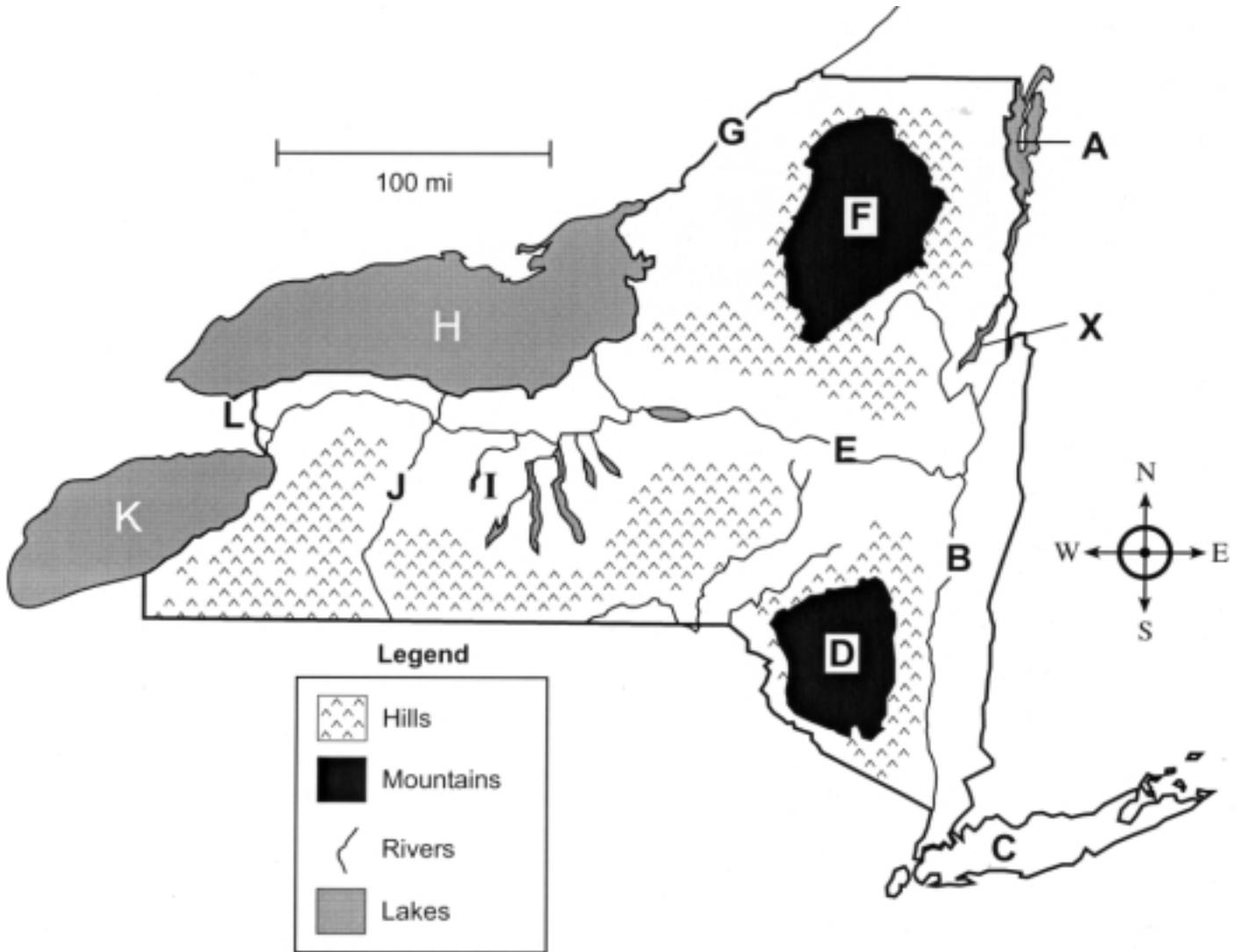
_____ [1]

7 Based on the pattern of women in the labor force shown on the graph, mark a point on the graph that shows where the number of working women would probably be in the year 2000. [1]

8 Using the information on the graph, write a brief statement that explains how the number of women in the labor force changed between 1960 and 1990.

_____ [1]

Base your answers to questions 9 through 14 on the New York State map below.



9 Which **two** letters represent mountain regions in New York State?

_____ and _____ [1]

10 Which letter indicates the location of the Finger Lakes region of New York State?

_____ [1]

11 Based on the information on the map, what land form is found throughout **most** of New York State?

_____ [1]

**PART III: DOCUMENT-BASED QUESTION
GENERIC SCORING RUBRIC
Part B — Essay**

4

- Answers all aspects of the task by using the documents and may bring in relevant outside information related to the documents
- Consistently uses accurate data
- Develops ideas fully, using such supporting evidence as examples, reasons, details, explanations, and generalizations that are relevant and appropriate
- Demonstrates a logical plan of organization and coherence in the development of ideas
- Consistently expresses ideas clearly

3

- Answers most aspects of the task by using the documents
- Generally uses accurate data
- Develops ideas satisfactorily with adequate supporting evidence
- Develops an answer, using a general plan of organization
- Generally expresses ideas clearly

2

- Answers some aspects of the tasks by using some of the documents
- Uses some accurate data
- Demonstrates weakness in development of ideas with little supporting evidence
- Attempts to organize an answer but is weak and goes off the topic
- Attempts to express ideas clearly

1

- Shows limited understanding of the task
- Does not use information to support ideas or uses information which is not relevant
- Fails to use documents or only vaguely refers to the documents
- Lacks a plan of organization
- Does not express ideas clearly

0

- Fails to answer question or response is totally unrelated to topic
- Uses no accurate data
- Illegible or so many words cannot be read that no sense can be made of the response
- Blank paper
- Is incoherent; i.e., words are legible but syntax is so garbled that no sense can be made of the response

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:

The building of the Erie Canal brought many changes for people in New York State. Once completed in 1825, the canal helped New York become the Empire State.

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

Explain **three** ways communities in New York State benefited from the building of the Erie Canal.

Document 1

Folk songs are stories set to music. The most famous Erie Canal song is “Low Bridge, Everybody Down,” or “Fifteen Miles on the Erie Canal” By Thomas S. Allen.

Low Bridge, Everybody Down

I got a mule, her name is Sal,
Fifteen miles on the Erie Canal!
She's a good old worker and a good old pal,
Fifteen miles on the Erie Canal!
We've hauled some barges in our day,
Filled with lumber, coal and hay,
And we know ev'ry inch of the way
From Albany to Buffalo
(chorus)
Low bridge, ev'rybody down,
Low bridge, 'cause we're coming to town,
And you'll always know your neighbor,
You'll always know your pal,
If you ever navigated on the Erie Canal. . . .

1 According to this song, name two products that were shipped on the Erie Canal.

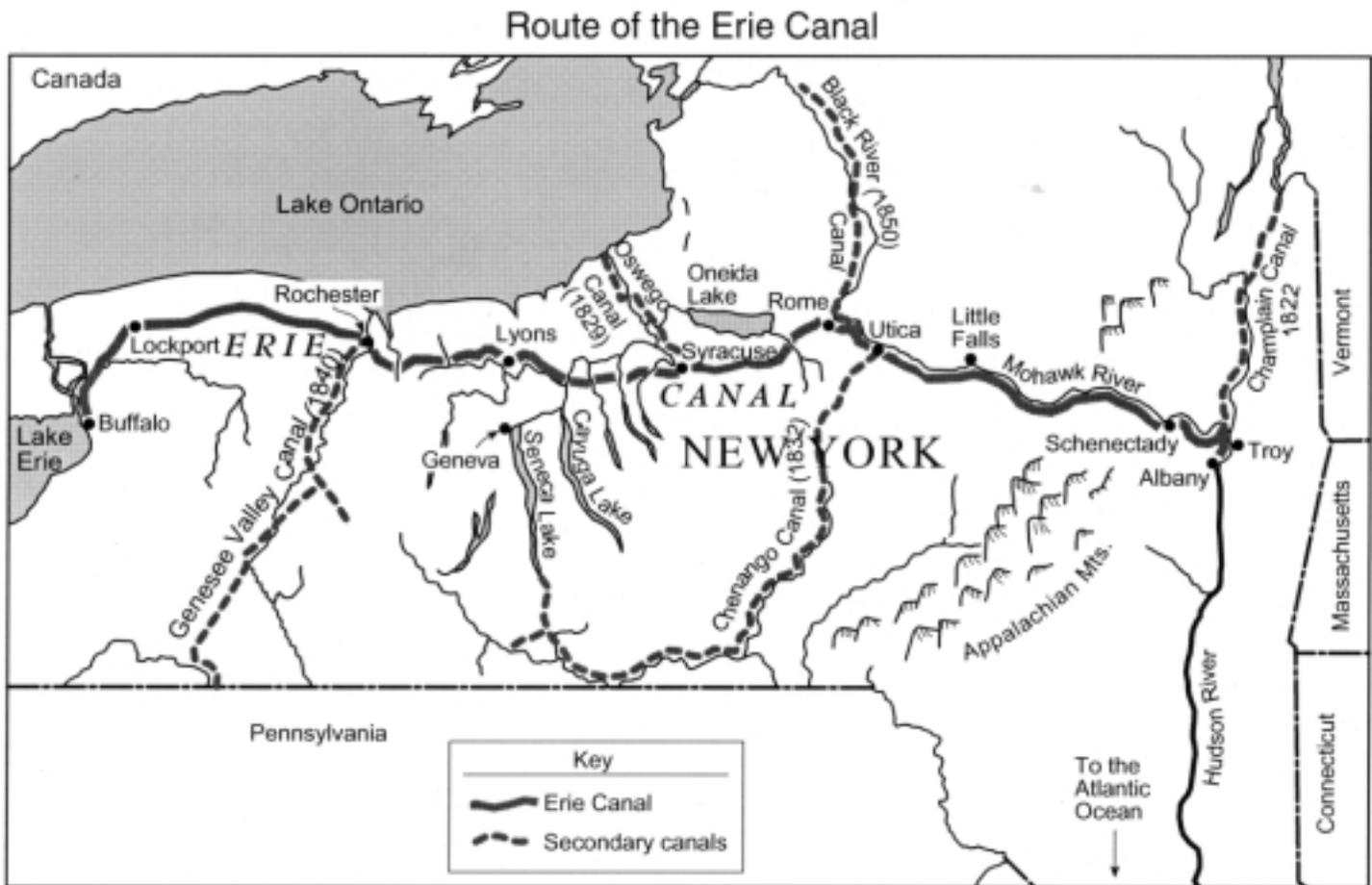
(a) _____ [1]

(b) _____ [1]

Document 2

Before the building of the Erie Canal, most people in New York State had settled in New York City and along the Hudson River. However, west of that area was mostly wilderness. This changed when the canal opened.

[Today] with the exception of Binghamton and Elmira, every major city in New York falls along the trade route established by the Erie Canal, from New York City to Albany, through Schenectady, Utica, and Syracuse, to Rochester and Buffalo. Approximately 75% of the State's population still lives within the corridors created by the waterways of the New York State canal system and the Hudson River Valley.



- 1 According to the reading passage and the map, how did the Erie Canal help the growth of New York State west of the Hudson River?

[1]

Document 3

The Erie Canal affected the population of New York State. Look at the census (population) data for Albany, New York City, and Buffalo between 1820 and 1880.

Populations of Three Cities in New York State, 1820–1880

Years	Population of Albany	Population of New York City	Population of Buffalo
1820	12,630	123,706	2,095
1830	24,209	202,589	8,668
1840	33,721	312,710	18,213
1850	50,763	515,547	42,261
1860	62,367	813,669	81,129
1870	76,216	942,292	111,714
1880	90,758	1,206,299	115,134

- 1 Complete the chart with the population numbers of these **three** cities in 1820, 1840, and 1870.

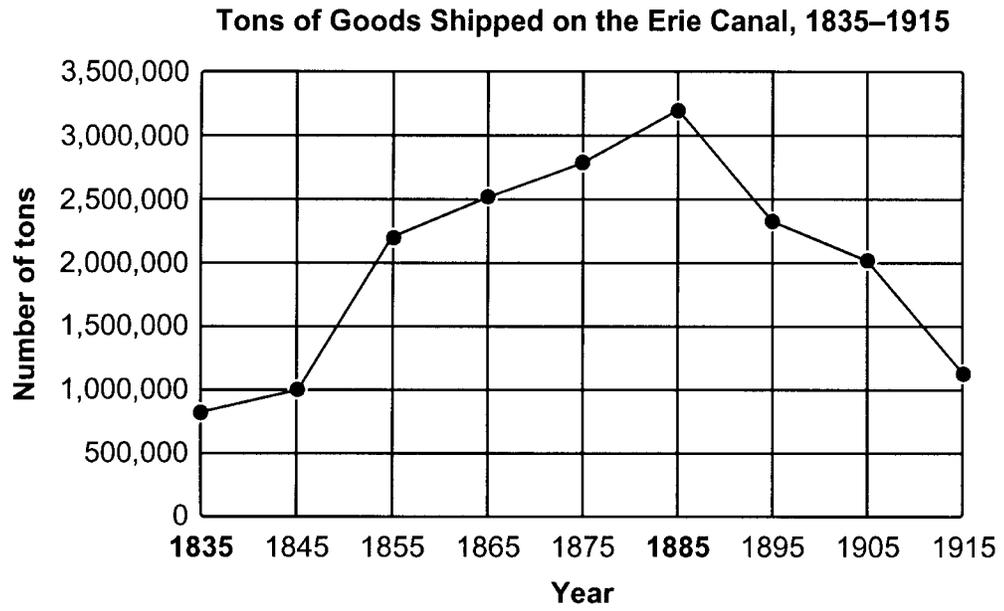
	1820	1840	1870
a Albany	12,630		
b New York City			942,292
c Buffalo		18,213	

[2]

- 2 How did the population change in these three cities during the period from 1820 to 1870?

[1]

Document 4



- 1 According to this line graph, how did the amount of goods shipped on the Erie Canal change between 1835 and 1885?

[1]

Document 5

The following description written in 1832, describes Buffalo, New York in spring once the ice was gone and the Erie Canal was reopened.

Canal boats filled with emigrants, and covered with goods and furniture, are almost hourly arriving. The boats are discharged of their [human] freight [passengers], and for the time being, natives of all climates and countries [walk] our streets, either to satisfy their curiosity, purchase necessities [goods], or to inquire [ask about] the most favorable points for their future location.

- 1 Based on this document, what did the canal boats often carry?

[1]

- 2 List **one** way communities, like Buffalo, benefited from people traveling along the Erie Canal.

[1]

Document 6

By 1825, the Erie Canal gave another boost to New York's already busy seaports. Commercial vessels could now travel north up the Hudson River all the way to Lake Erie. This new waterway connected the Atlantic Ocean to the Great Lakes, and it caused a terrific boom [increase] in industry all along the Hudson River and made New York's ports and harbor more valuable than ever.

Between 1830 and 1860, New York City and its seaport grew at an astounding rate. "Prior to the construction of the canal, New York City was the nation's fifth largest seaport, behind Boston, Baltimore, Philadelphia, and New Orleans. Within 15 years of the opening of Erie Canal, New York was the busiest port in America, moving [more goods] than Boston, Baltimore, and New Orleans combined."

1 According to this document, list **two** effects the Erie Canal had on New York City.

a _____

_____ [1]

b _____

_____ [1]