

## PRACTICE PAPERS

### Grade 5 sample DBQ on the Revolutionary War Practice Set 1

Practice Set 1—Paper #1 - 10142

The Revolutionary War was important. New York had been very involved in this war. This war was fought for rights and independence.

By 1778, the Americans had four forts by the Hudson river. To protect these forts they made a huge chain. Its links were two feet long, weighed between 140-180 pounds, and was made out of iron. No British ship ever got past the "Great Chain." On July 9, 1776, the Declaration of Independence was read to a New York crowd. They got ~~it~~ so excited that they pulled down a ~~the~~ lead statue of King George the 3<sup>rd</sup> and melted it into 40,000 bullets to fight the British.

As you can see the Revolutionary War help out alot!

The Essay of What I am writing about is the New York states role in the American Revolutionary War. Before the France gives American rebels money and supplies but stays neutral. The French King does not want to make commitment unless he is sure Americans will win. After victory proves that Americans can win. The France becomes official of the United States. France gives military and naval support. France declares war on Britain. The victory by Americans troops at the Battle of Saratoga in upstate New York (1777) was a major turning point during the Revolutionary War. By 1778, the Americans had four forts located on or near the Hudson River,

## Revolutionary Sacrifice

New York played an important role in the Revolutionary War even before it happened. In 1765 New York was host to a group of 9 delegates from all of the colonies. They met in New York City and prepared a statement saying that the British Parliament had no right to tax the colonies, seeing as the colonies weren't represented in the Parliament. After watching the other colonies and probably feeling some pressure, New York followed the other colonies' lead and declared independence from Britain in 1776. The Provincial Congress unanimously decided to become independent from Britain. After hearing the decision, excited New Yorkers marched to the statue of King George III and took it down. After it was down, they melted it into approximately 40,000 bullets.

During the war, New York helped gain France as an ally. The battle of Saratoga

showed the French King that Americans could win the war. After battle, France agreed to provide the colonies with Military and Naval support. France also declared war on Britain after the battle. New Yorkers had to make sacrifices in order to win the war. New Yorkers had to give up wagons, horses, and even men for the war. New York had four forts along the Hudson River. To stop these forts from being destroyed, they built the great chain. The great chain blocked the Hudson River from British naval attacks.

Before the war and during the war, New York's people have a reason to be proud of their Revolutionary Sacrifice.

The American Revolution was a war that happened many years ago between the United States and the British.

The role that New York State played was that they were trying to get their independence so they could be free.

The British made a promise that if they win the United States will not get their independence, but if the United States wins they would get their independence.

The United States won.

New York State played a major role in the Revolutionary War both before and during the war. They created the statement that said that the British did not have the right to tax the American colonies. Another thing that made New York State a big role in the revolution is that New York City held a vote to see if they were going to be free, and it worked. They read the Declaration of Independence there also. They built the Great Chain to prevent the British from attacking a fort along the shore of the Hudson River. They also won the battle in upstate New York which also made France their ally. This is the role that New York State played during the American Revolutionary War.

## PRACTICE PAPERS

### Grade 5 sample DBQ on the Revolutionary War Practice Set 2

Practice Set 2—Paper #1 - 10326

The importance of New York's role before and during the ~~war~~ American Revolution was one of importance. One of the things was that it had an excellent harbor which gave them french supplies. New York also had very large industrious cities so many supplies could be made. Many battles took place, such as the battle of Red Bank, but none more important than the battle of Saratoga which was one of the ~~most~~ turning points in the war. It showed that America could win this war and it also showed the french they could win which convinced the french to become allies. which greatly improved America's chance of winning the war and America's chance of liberty, freedom and the pursuit of happiness and independence from Great Britain.

## Essay on New York

During the Revolutionary war New York played a very important part during the Revolutionary war. Here are a few examples of how it is an important part of the war.

In 1765 delegates from 9 colonies met in New York City after the British Parliament had passed the Stamp act. The stamp act forced colonists to buy stamps that had to be put on documents, calendars, even marriage papers. It was all just to pay the soldiers that stayed in the colonies. The delegates from 9 colonies met to state that Britains had no right to tax because no one from the colonies would come to represent that.

New York was home to many brave patriots. But it was also home to some loyalists.

On July 9, 1776 after General Washington read publicly the Declaration of Independence, a group of people marched to Bowling green (the Bottom of Manhattan) a statue of King George the III was pulled over and melted. It was made into 40,000 bullets to fight the British.

The Battle of Saratoga was the turning

point in the war. At the time, Ben Franklin had been in Paris trying to get help from the French. When the French got the news that the patriots won it made the French join us. We received a new army, more money, and a navy. In 1778 the Great Chain was installed. It was 2 chains staked across (on separate sides of the Hudson River) to stop the British army. ~~That~~ That was New York's contribution to the Revolutionary War.

New York had an important role in the Revolutionary war. New York won so many battles that France ~~was~~ was backing them up with military and navel soldiers. So France declares war on the british. They (New Yorkers) used a big chain. It was called the great chain. The links were 2<sup>ft</sup> long and made ~~of~~ of iron. The New Yorkers drug it across the river and (hudson) anchored it at both ends so no british boats could go through and attack the four forts that New York had. No british ships got across the chain and up the river.

Practice Set 2—Paper #4 - 08350

In the New York state's role in the  
American Revolution

Practice Set 2—Paper #5 - 09030

In the New York States role in the  
American Revolution both before and during  
the Revolution war. In American Revolution  
the British passed on a stamp called Stamp  
act and the Quartering act. In the  
Revolution war they took the great chain  
and put it between constitution Island and  
West point

## Practice Set 1

Practice Set 1—Paper #1 - 10142

### Score level 3

The response:

- Discusses three specific actions taken by colonists in New York during the American Revolution.
- Uses accurate data from at least two of the documents.
- Ideas about these three actions are weakly developed.
- Uses a general plan of organization to develop an answer. However, the ideas about three actions are not fully developed. It has an introduction and a weak conclusion.
- Generally expresses ideas clearly about two actions taken by colonists in New York during the war.

*Conclusion:*

Overall, this response fits most of the criteria for a score of 3. Information from the documents is used to discuss two specific actions taken by colonists in New York. There is some weakness in organization, but the response indicates both a satisfactory understanding of the task and the ability to use information from documents. The paper is a low 3.

Practice Set 1—Paper #2 - 09870

### Score level 2

The response:

- Discusses one specific example of New York's role in the American Revolution. (The Battle of Saratoga).
- Uses accurate information from one document to discuss the French decision to become a formal ally of the United States. The response merely mentions (in one sentence) something taken from a second document.
- Demonstrates some weakness in organization by failing to include a conclusion.
- Attempts to organize an answer, but organization is very weak.
- Attempts to express ideas clearly, but the weaknesses in organization makes it difficult to determine what specific action is being discussed in the response.

*Conclusion:*

Overall, this response fits most of the criteria for a score of 2. Only one example of New York's role is discussed, although a second event or action is mentioned. There are several weaknesses in organization. The student used only one document.

**Score level 4**

The response:

- Discusses seven specific examples of actions taken by New Yorkers and one example of New York's role in the American Revolution, using information from the documents.
  - 1)delegates of nine colonists met in New York City and said Britain can't tax the colonies
  - 2)march to statute of King George III
  - 3)pulled it down
  - 4)made 40,000 bullets
  - 5)chain across the Hudson
  - 6)the Battle of Saratoga
  - 7)Provincial Congress declared independence from Great Britain
- Consistently uses accurate data to discuss one example of New York's role in the war and five actions taken by colonists in New York. Most of the data comes from the documents, but the students brings in some outside information (the sacrifices New York colonists had to make)
- Develops fully one example of New York's role in the war and five actions taken by colonists in New York by using reasons, details and explanations. The discussion indicates student understanding of cause/effect relationships.
- Demonstrates an acceptable plan or organization. There is both a good basic introduction and a good conclusion. The examples of colonists' actions are not discussed in separate paragraphs. The ideas, however, flow well because of the use of some key transition words.
- Consistently expresses ideas clearly about the actions of colonists in New York before and during the war/or New York's role in the American Revolution.

*Conclusion:*

Overall, this response best fits the criteria for a score of 4. The satisfactory organization and full discussion of seven specific actions taken by colonists in New York, one example of New York's role in the war, and the addition of outside information makes this paper a high 4.

Practice Set 1—Paper #4 - 10174

**Score level 1**

The response:

- Shows a limited understanding of the task by attempting to discuss New York's role in American Revolution.
- Uses very vague information.
- Has a plan of organization, but the response is not focused on specific actions taken by colonists in New York.
- Does not clearly express ideas that deal with the task.

*Conclusion:*

Overall, this response best fits the criteria for a score of 1. No specific action of colonists in New York is mentioned or discussed. Information from the documents is not used.

Practice Set 1—Paper #5 - 08294

**Score level 3**

The response:

- Mentions (rather than discusses) four examples of actions taken by colonists in New York before and during the American Revolution and one example of New York's role in the war (the action of the Provincial Congress of New York, the reading of the Declaration of Independence, the December 1765 meeting of delegates in NYC, the building of Great Chain across Hudson River, and the Battle of Saratoga).
- Uses basic information from at least five documents.
- Uses details to develop an explanation of the construction and use of the Great Chain.
- Mentions (rather than satisfactorily develops) ideas about the actions of colonists in New York, i. e., there is reference to the reading of the Declaration of Independence without making clear who is the "they" and what effect this reading had upon those who heard it.
- Uses a basic plan of organization. There is an introduction and a brief conclusion.
- Generally expresses basic ideas about the actions of colonists in New York during the Revolutionary War.

*Conclusion:*

This response fits most of the criteria for a score of 3. At least five examples are briefly mentioned but not discussed. Only basic ideas are stated. These ideas are not fully developed with specific detailed information and overall the organization is satisfactory but weak. This paper is a low 3.

**Score level 2**

The response:

- Discusses one specific example regarding New York's role in the American Revolution. (the Battle of Saratoga).
- Uses some accurate data from one document.
- Demonstrates weakness in the development of ideas. The introduction is very weak.
- Attempts to organize an answer but has weakness in organization. The second and third sentences have little, if any, relation to the task.
- Attempts to express ideas, but the second and third sentences are particularly confusing.
- There is no conclusion.

*Conclusion:*

Overall, this response best fits the criteria for a score of 2. Only one example of New York's role is discussed and there are weaknesses in organization. The student uses only one document.

**Score level 4**

The response:

- Fully discuss five specific examples of actions taken by colonists before and/or during the American Revolution and one specific example of New York's key role in the war, using information from all the documents.
  - 1) delegates of 9 colonies met in New York City and said Britain can't tax the colonies
  - 2) group of people marched to Bowling Green
  - 3) pulled down statue of King George III
  - 4) melted statue into bullets to fight British
  - 5) Great Chain was placed across Hudson River
  - 6) Battle of Saratoga
- Consistently uses accurate data to discuss New York's role in the war and actions taken by colonists in New York. This information comes largely from the documents, including details on the Stamp Act and its role in the Revolution. Also, some important relevant outside information (Ben Franklin in Paris) is brought into the response.
- Fully develops one example of New York's role in the war and five actions taken by colonists in NY before and during the war, by using reasons, details and explanations. The discussion shows an understanding of cause/effect relationships.
- Demonstrates a logical plan of organization with an introduction, body, and conclusion. Each action of colonists is discussed in a separate paragraph.
- Consistently expresses ideas clearly about the actions of colonists in New York before and during the war and/or New York's role in the American Revolution

*Conclusion:*

Overall, this response best fits the criteria for a score of 4. Five specific actions of colonists in New York and one example of New York's role in the war are discussed, although the paragraph about patriots and loyalists is weak. Much information is taken from the documents although in the mention of the Great Chain a minor factual error was made. The essay is well organized. This paper is an average 4.

Practice Set 2—Paper #3 - 08166

**Score level 3**

The response:

- Discusses one example of New York's role in the American Revolution and one example of actions taken by colonists in New York during the war.
- Uses accurate data from two of the documents to discuss these two examples.
- Uses a very basic plan of organization. There is a very brief introduction but no conclusion. Overall, the organization is weak.
- Generally expresses ideas clearly, but briefly, in the two examples used.

*Conclusion:*

Overall, this response fits most of the criteria for a score of 3. Two examples are discussed, using information from the relevant documents. There are weaknesses in the plan of organization. It is a very low 3.

Practice Set 2—Paper #4 - 08350

**Score level 0**

The response:

- Begins to deal with the task but stops before stating anything that can be scored.

Practice Set 2—Paper #5 - 09030

**Score level 1**

The response:

- Shows a limited understanding of the task of discussing actions taken by colonists in New York before and/or during the Revolutionary War.
- Uses some accurate information from document 1. Incorrectly interprets document 6 to imply that the British constructed the Great Chain.
- Uses two documents, but one document is used incorrectly.
- Has weakness in organization. The student's understanding of the task is unclear. There is no conclusion.
- Does not express ideas clearly. There is a lack of focus on New York's role in the Revolution or specific actions taken by colonists in New York.

*Conclusion:*

This response fits most of the criteria for a score of 1. The essay does not focus on actions taken by colonists in New York before and/or during the war or New York's role in the war. The organization is very weak and the essay includes incorrect information.

## Samples of Student Work for Document 1 With Brief Commentaries

Note: See pages 16-19 for the scoring guidelines for each document. Below are examples of student work for Document 1 only. Teachers can practice scoring Documents 2 - 6 after they review and discuss the scoring guidelines for each of these documents.

### Document 1-Question 1

- 1 In December 1765, the delegates from nine colonies met in New York City to prepare a statement. What did the colonists say in that statement? [2]

Paper # 08126

**Score of 2:**

- 1 Why did the delegates from nine colonies meet in New York City in December 1765?

The delegates met in New York City in December 1765 to make a statement claiming that Parliament didn't have the right to tax colonies because no representatives from the colonies were in the British Parliament.

Commentary:

This response correctly states that Parliament did not have the right to tax the colonies because they had no representation in the British government.

### Document 1-Question 1

Paper # 10262

#### Score of 2:

- 1 In December 1765, the delegates from nine colonies met in New York City to prepare a statement. What did the colonists say in that statement? [2]

They prepared a statement that claimed that  
Parliament did not have the right to tax these  
colonies

#### Commentary:

This response correctly addresses the question even though it does not specifically mention representation.

### Document 1-Question 1

Paper # 10086

#### Score of 1:

- 1 In December 1765, the delegates from nine colonies met in New York City to prepare a statement. What did the colonists say in that statement? [2]

Because there were no representatives in  
the British Parliament from the colonies

#### Commentary:

This response provides an answer that is true and partially correct, but does not completely answer the question. There is no direct reference to taxation without representation.

### Document 1-Question 1

Paper # 08430

#### Score of 1:

- 1 In December 1765, the delegates from nine colonies met in New York City to prepare a statement. What did the colonists say in that statement? [2]

The delegates to wrote to the British Parliament because they passed the Stamp Act and Quartering Act

#### Commentary:

This response is also partially correct with its true statement, but the answer does not completely address the specific question asked. There is no mention of "taxation without representation."

### Document 1-Question 1

Paper # 10294

#### Score of 0:

- 1 In December 1765, the delegates from nine colonies met in New York City to prepare a statement. What did the colonists say in that statement? [2]

They met because the British were taxing items like feet, candles, and cider and Beer.

#### Commentary:

This response is incorrect. It confuses Stamp Act taxes with components of the Quartering Act.