

# GRADE 4

**Was the abolition movement in New York State built on the grit of the citizens who fought for it?**

**Student Name** \_\_\_\_\_

**Date** \_\_\_\_\_

**Part III:** This part consists of a document-based question. On this part, you will be provided with one version of the test based on your readiness to handle critical thinking challenges. (You may opt for a more difficult version than your teacher provides, but you will be graded on the version that you complete.)

## Document Based Question

Directions: The task below is based on documents 1 through 5-6. The task is designed to test your ability to work with documents. Examine each document and answer all questions beneath the document. Use the answers to the questions to help write your essay.

### Background

The abolitionist movement was a key part in American history. Prominent abolitionists such as Harriet Tubman, Frederick Douglass, and William Lloyd Garrison fought to end slavery and gain equal rights. Harriet Tubman and Frederick Douglass are renowned for their work as “conductors” of the Underground Railroad, while William Lloyd Garrison is best known for his newspaper, *The Liberator*.

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

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

- Discuss the two components of the psychological term “grit.”
- Discuss two of the three abolition leaders.
- Evaluate whether you think the abolition movement was fueled by grit?

In your essay remember to

- Write an opinion essay, arguing whether the leaders of the abolitionist movement were fueled by grit.
- Include an introduction, a body, and a conclusion
- Use information from *at least three* documents in your answer
- Include historical facts, relevant details, and reason in developing your ideas

**Document #1:**

**"While intelligence matters, a high IQ, or talent or any other factor, is not the greatest predictor of success. The number one predictor of a person's success is their unflagging commitment to a long-term goal... in other words, their grit. The key is to have grit, or determination - the willingness to push through even when the odds are against you. Grit matters more than any other talent or trait. The key to success is grit. Never give up." - Angela Lee Duckworth, Psychologist • <http://ow.ly/1WeNUE>**

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1. According to the document, what is the number one predictor of success?

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[1]

2. What advice does Angela Duckworth give at the end of the quote listed above?

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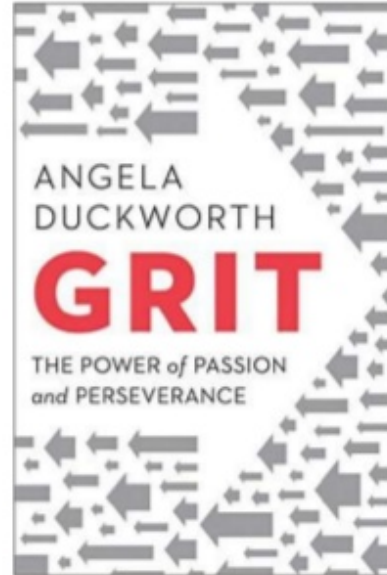
[1]

**Document #2:**

# GRIT

leading grit researcher  
Angela Duckworth  
defines grit as  
**“perseverance and  
passion for long-term  
goals.”**

(Duckworth, Peterson,  
Matthews & Kelly, 2007)



1. According to Angela Duckworth, what are the two components of “grit?”

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[1]

2. Why might an abolitionist need grit, as defined by Angela Duckworth?

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[1]

Document #3:

# THE LIBERATOR.

VOL. 1. WILLIAM LLOYD GARRISON AND ISAAC KNAPP, PUBLISHERS. No. 1.  
BOSTON, MASSACHUSETTS. [SATURDAY, JANUARY 1, 1831.]

. . . I am aware, that many object to the severity of my language; but is there not cause for severity? I *will be* as harsh as truth, and as uncompromising as justice. On this subject [abolition of slavery] I do not wish to think, or speak, or write, with moderation. No! no! Tell a man whose house is on fire, to give a moderate alarm; tell him to moderately rescue his wife from the hands of the ravisher; tell the mother to gradually extricate her babe from the fire into which it has fallen; —but urge me not to use moderation in a cause like the present. I am in earnest—I will not equivocate—I will not excuse—I will not retreat a single inch—AND I WILL BE HEARD. The apathy of the people is enough to make every statue leap from its pedestal, and to hasten the resurrection of the dead. . . .

Source: William Lloyd Garrison, *The Liberator*, January 1, 1831, Vol. 1, No. 1

1. In *The Liberator*, what does William Lloyd Garrison say about his desire to be heard?

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[1]

2. What words in this passage show William Lloyd Garrison's passion for the goal according to the document?

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[1]

**Enslave the liberty of but  
one human being and the  
liberties of the world are  
put in peril.**

**-William Lloyd Garrison**

1. According to this document, how does William Lloyd Garrison feel about the impact of slavery on the world?


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[1]

**Document #5:**

**WANTED  
DEAD OR ALIVE  
for Stealing Slaves  
Harriet "Moses"  
Tubman  
\$40,000 Reward**

Negro slave about 5 feet tall, scars on her neck and a deep scar on her forehead. Plain woman of short stature, upper front teeth missing, with a habit of abruptly falling asleep. Looks harmless but she carries a pistol.



1. What was the reward for Harriet Tubman according to the document?

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[1]

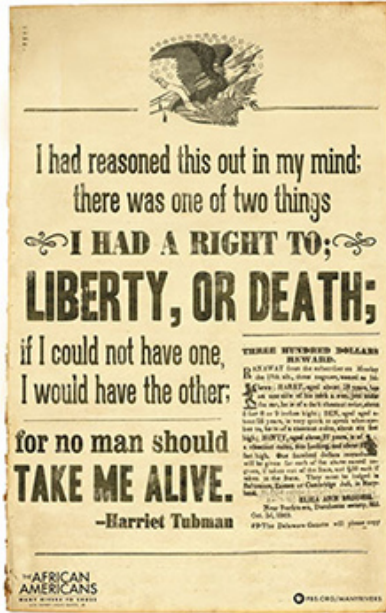
2. What about Harriet Tubman's physical description in the document tells you that her journey may have been tough and required grit?

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[2]

**Document #6:**



1. According to the document, what did Harriet Tubman say that she would prefer if she could not have liberty?

[1]

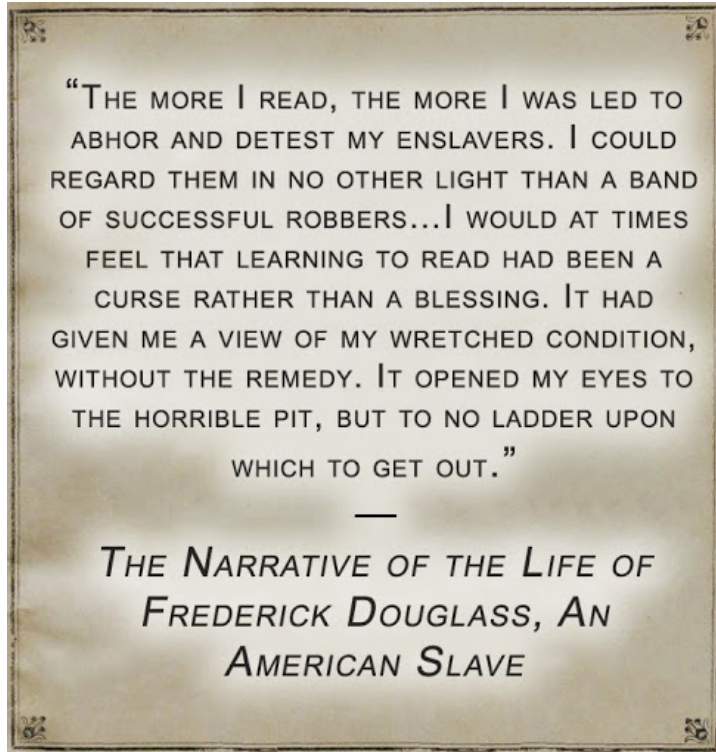
2. What does she say about her willingness to be captured based on the document?

[1]

3. If you compare this document with Document #1, what elements of grit based on Angela Duckworth's definition are in the description?

[1]

**Document #7:**



1. According to the document, what did Frederick Douglass believe about his enslavers?

\_\_\_\_\_ [1]

2. Based on the document, what effect did learning to read have on Frederick Douglass?

\_\_\_\_\_ [1]

3. According to document, what role might grit have played in Frederick Douglass eventually attacking his enslavers?

\_\_\_\_\_ [1]

Task: Use the information from the documents:

Directions: The task below is based on documents 1 through 5. The task is designed to test your ability to work with documents. Examine each document and answer all questions beneath the document. Use the answers to the questions to help write your essay.



### Background

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# DBQ Scoring Rubric

(From the Revised Generic Scoring Rubric for Regents Examinations.)

<b>Score of 5</b>	*Thoroughly develops all aspects of the task evenly & in depth	*Is more analytical than descriptive (applies, analyzes, evaluates, & creates information)	*Incorporates relevant information from <i>at least</i> the requested number of documents	*Incorporates substantial relevant outside information	*Richly supports the theme with many relevant facts, examples, & details	*Demonstrates a logical & clear plan of organization; includes an introduction & conclusion that are beyond a restatement of the theme
<b>Score of 4</b>	*Develops all aspects of the task but may do so somewhat unevenly	*Is both descriptive & analytical (applies, analyzes, evaluates, and/or creates information)	*Incorporates relevant information for <i>at least</i> the requested number of documents	*Incorporates relevant outside information	*Supports the theme with relevant facts, examples, & details	*Demonstrates a satisfactory plan of organization; includes an introduction & a conclusion that are beyond a restatement of the theme
<b>Score of 3</b>	*Develops all aspects of the task with little depth or develops most aspects of the task in some depth	*Is more descriptive than analytical (applies, may analyze and/or evaluate information)	*Incorporates relevant information from some documents	*Incorporates limited relevant outside information	*Includes some relevant facts, examples, & details; may include some minor inaccuracies	*Demonstrates a satisfactory plan of organization; includes an introduction & a conclusion that may be a restatement of the theme
<b>Score of 2</b>	*Minimally develops all aspects of the task or develops some aspects of the task in depth	*Is primarily descriptive; may include faulty, weak, or isolated application or analysis	*Incorporates limited relevant information from the documents or consists primarily of relevant information copied from the documents	*Presents little or no relevant outside information	*Includes few relevant facts, examples, & details; may include some inaccuracies	*Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion
<b>Score of 1</b>	*Minimally develops some aspects of the task	*Is descriptive; may lack understanding, application, or analysis	*Makes vague, unclear references to the documents or consists primarily of relevant & irrelevant information copied from the documents	*Presents no relevant outside information	*Includes few relevant facts, examples, or details; may include inaccuracies	*May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion
<b>Score of 0</b>	*Fails to develop the task or may only refer to the theme in a general way; OR includes no relevant facts, examples or details; OR includes only the historical context and/or task as copied from the test booklet; OR includes only entire documents copied from the test booklet; OR is illegible: OR is a blank paper					