

CRQ, DBQ and Graphic Organizer Answer Keys (Elementary)

Theme: Natural History and Environment

Constructed Response Question One

1. Lake Tear of the Clouds
2. 315 miles
3. mountains, lake, forest

Constructed Response Question Two

1. a series of river rapids and small waterfalls
2. Adirondack Mountains
3. mill
4. falls and exposed bedrock along the river's shore

Constructed Response Question Three

1. smaller river, stream or creek that flows into a larger river
2. the Hudson River
3. river, falls, mountains, forests, cliffs (exposed bedrock)

Constructed Response Question Four

1. sharply rising rock formations that begin at the shore of the river
2. Palisade side is steep and rocky, opposing side slopes to the river's edge

Constructed Response Question Five

1. islands are no longer present in the river, river is wider, less vegetation, city growth
2. grew out from river's shore, modernized, industrialization, increase of buildings/dwellings, increased population

Constructed Response Question Six

Answers may include:

Bear Totem: robin, squirrel, bear

The Cultivator: horse, duck, rooster, pig, cow, deer, dog, bird, sheep

Constructed Response Question Seven

Answers include:

aspen, rock chestnut oak, hawthorn, sycamore, birch, elm, mountain ash, beech, horse chestnut, chestnut, hornbeam, ash, lime, maple

Document Based Question – Theme: Natural History and Environment

Document 1

1. Lake Tear of the Clouds
2. Adirondack Mountains (Mt. Marcy)

Document 2

3. coniferous (pine) or deciduous trees

Document 3

4. mountainous region to sloping land and rolling hills

Document 4

5. mountainous terrain gives way to lowland, farming plains and then elevates to steep, rocky highlands

Document 5

6. Answers may include: fruit tree orchards, ornamentals, greenhouse plants, farming, gardening, horticulture

Document 6

7. Answers may include: cutting hay, harvesting, reaping, thrashing, grinding grain into flour

Theme: Transportation

Constructed Response Question One

- 1a. 17th Century: Half Moon (yacht), Indian dugout canoe, sailing yachts
18th Century: sloop, horsepower boat
19th Century: steamboat, horse drawn sleigh
20th Century: canal boat, train, tugboat
- 1b. by date the Half Moon sailing yacht, accept Indian dugout canoe
- 1c. accept 20th century train or modern canal boat
2. Answers may vary; accept a chronological description on advancements in transportation technology from dugout canoe to modern day rail service

Constructed Response Question Two

1. man-made (dug) waterway constructed for shipping and transportation
2. Hudson River and Lake Erie
3. Albany City
4. Buffalo
5. Answers may include: opened western territories to eastern states, increased availability of western grains and products shipped to NYC via the Erie Canal, increased manufacturing in NY, construction of canal increased employment, immigration, associated businesses, ship building, new businesses were created due to construction, management and use of the canal

Constructed Response Question Three

1. Fort George and West Point
2. Chain crossed the Hudson River at West Point so that the British naval ships would have difficulty proceeding north, British ships would come under fire from West Point.

Constructed Response Question Four

1. Fugitives (escaping slaves) on the Underground Railroad traveled up the Hudson River on their way to freedom
2. To receive and ratify the Emancipation Proclamation
3. Troy, Hudson and Poughkeepsie
4. The broadside seeks a runaway slave possibly traveling the Underground Railroad to freedom from Ballston Spa, located in the Hudson River Valley
5. Meyers' Underground Railroad station is located along the Hudson River and is well-run.

Constructed Response Question Five

1. sloop, steamboat, train, horse and wagon

Document Based Question – Theme: Transportation

Document 1

1. dugout canoe, sailing ship (yacht)
2. located at the mouth of the Hudson River, Fort New Amsterdam acted as a major port, harbor and protector of shipping and trade

Document 2

3. steamboat, rowboat (Dutch sloop), and sailing ships (sloops and yachts)
4. increased commerce, trade, travel and industry

Document 3

5. Erie Canal increased commerce, industry, travel and immigration

Document 4

6. tugboat increased trade and the shipping of goods up and down the Hudson River, trains increased trade as well as decreased travel time

Document 5

7. horse drawn sleigh, skating or walking across the frozen river

Document 6

8. bridges

Document 7

9. modern bridge construction has allowed for transportation via automobile and train

Theme: Trade, Commerce and Industry

Constructed Response Question One

1. a certain three islands in the North River (Hudson River) between the First and Second stream, opposite the Green Island
2. Answers may vary: accept answers that identify a certain item received and how the item benefited the Mohicans due to its advanced European technology or use as a substitute for their native material

Constructed Response Question Two

1. England, the Netherlands, Japan, France, China
2. Any two different types of goods including, clocks, fans, earthenware and/or Chinese porcelain

Constructed Response Question Three

1. lime and cement, brewing, woolen mill, iron works, chandlers, lumber, billiard balls
2. Answers may include: natural resources of stone, gravel, sand, lime, iron, grain, wool, hemp, lumber
3. shipping/transportation, water/steam power

Constructed Response Question Four

1. water's edge, types of shipping, transportation and travel, city dwelling center
2. modernization, urbanization, overall growth
3. Answers will vary but should focus on similarities and differences associated with answers from questions 1 and 2; more than one item may be placed in each specific oval

Constructed Response Question Five

1. frozen water for ice harvesting, abundance of fish, docks along Erie Canal

Constructed Response Question Six

1. Whale oil to burn in lamps, oil to be used in manufacturing candles, baleen used in manufactured goods
2. larger ports, markets and processing centers
3. Hudson, NY as well as New York City

Document Based Question – Theme: Trade, Commerce and Industry

Document 1

1. *Hudson River Landing*: river sloops and products to be loaded on the dock
Port of Albany: deep water tankers off loading or taking on cargo and port storage Facilities

Document 2

2. grain
3. transportation/shipping, steam or water power, water as an ingredient

Document 3

4. ice harvesting

5. iron and lumber

Theme: Culture and Symbol

Graphic Organizers

Question One: Building A Visual Inventory – Nouns, Adjectives, Verbs

Student responses will vary greatly on what they see. Allow time for students to first work independently. Have students report out on what they've found. Be certain to point out each student's findings on the image. Encourage students to offer their differences associated with each finding's adjectives and verbs. Once each student has contributed, a master inventory can be completed. Student letters can begin with, "Yesterday I went to the State Street Parade and . . ."

Question Two: Building A Visual Inventory – Rip Van Winkle Similarities and Differences

Student responses will vary greatly on what they see. Allow time for students to first work independently. Have students report out on what they've found. Be certain to point out each student's findings on the images. Encourage students to offer different points of view. Identifying equal numbers of similarities and differences is not necessary. Once each student has contributed, a master inventory can be completed. Student descriptive essays should include an introduction of the two Van Winkle images, specific body paragraphs on similarities and differences, as well as a conclusion.

Question Three: Venn Diagram – Catskills and Adirondacks

Student responses will vary greatly on what they see. Allow time for students to first work independently. Have students report out on what they've found. Be certain to point out each student's findings on the images. Encourage students to offer different points of view. Identifying equal numbers of similarities and differences is not necessary. Once each student has contributed, a master inventory can be completed. Student descriptive essays should include an introduction of the Catskills and Adirondacks images, specific body paragraphs on how the mountains compare and how they contrast, as well as a conclusion.

Question Four: Double-Bubble – Art & Nature, The Hudson River School

Student responses will vary greatly on what they see. Allow time for students to first work independently. Have students report out on what they've found. Be certain to point out each student's findings on the images. Encourage students to offer different points of view. Identifying equal numbers of similarities and differences is not necessary. More than one similarity or difference can be placed in a specific oval. Once each student has contributed, a master inventory can be completed. Student descriptive essays should include an introduction of the Cropsey and Church images, specific body paragraphs on how the sunrise images compare and how they contrast, as well as a conclusion.

CRQ, DBQ and Graphic Organizer Answer Keys (High School)

Theme: Natural History and Environment

Constructed Response Question One

- 1a. to record environmental data about the varying dates of the arrival of spring
- 1b. they can be compared with current data

Constructed Response Question Two

- 2a. surveying, measuring, resting, hunting
- 2b. being the source of the Hudson River
- 2c. (1) it is a high tributary of the river
(2) Verplanck Colvin's description

Constructed Response Question Three

- 3a. *Prospect of the City of Albany* is the oldest by looking at the dates. Also, the houses and boats look the oldest in that picture.
- 3b. document 3a shows Albany as a pre-industrial British Colony with visible farmland; 3b shows the city as more developed with more boats, houses, and buildings and no more farmland visible; 3c shows Albany as a thriving metropolis with a burgeoning port and a lot of settlement.
- 3c. The river banks go from being less settled to much more settled. As settlement increases, access to the river becomes more difficult.
- 3d. The river banks become more settled because more commerce is taking place along the river. There are more and more boats and industry visible in the prints as time goes on, leading to the building up of the river banks and surrounding acreage.

Constructed Response Question Four

- 4a. "to improve the soil and the mind;" to elevate agriculture to a scientific and professional industry.
- 4b. It might tell you how to be a better farmer. It might tell you how to breed certain animals or what kinds of feeds are best. It might give you tips for planting or harvesting crops.

Constructed Response Question Five

- 5a. It is a tool that would help farmers to improve their methods.
- 5b. seeds, implements, agricultural machines
- 5c. They are targeting farmers who grow and harvest grains as shown in the illustration

Constructed Response Question Six

- 6a. ham
- 6b. This is a local meat packing industry. The pigs may have also been raised locally.
- 6c. the stamp that says "U.S. Government Inspected."

Document Based Question – Theme: Naturalists

Document 1

- 1a. unicorn, rodent next to beaver that may be based on a raccoon, horned horse-like animal possibly based on deer, huge bird possibly based on an eagle, beaver, horse
- 1b. because these animals looked completely unfamiliar to him. They were unlike animals he had seen in Europe. To him, they may have looked like mythical beasts.
- 1c. The depiction of palm trees is not accurate for NY State because palm trees don't grow in NY. The depiction of mountains is accurate.

Document 2

- 2a. This depiction is more realistic and more accurately shows the environment.
- 2b. The audience might be able to ascertain that it is autumn; that the Hudson River Valley is sparsely settled at this point; that it is an environment that can become foggy; that the Hudson River Valley is very scenic and beautiful.

Document 3

- 3a. to capture the detail of a plant species native to the Hudson River Valley
- 3b. to show where the Brook-Lime grows

Document 4

- 4a. The sketches show the stages of plant growth from seed to plant.
- 4b. This information could be used to study, learn about, and catalog this species.

Document 5

- 5a. The print shows the leaves, flowers, stems, common name, scientific name, and seed stage of the plant.
- 5b. to document the plant and share knowledge about the plant
- 5c. Botanical drawings have helped us to learn about our environment and have given us knowledge of species that once existed but are now extinct.

Document 6

- 6a. This print is a detailed rendition of a Rock Chestnut Oak leaf, stem, and acorn depicting accurate colors and shapes.
- 6b. Botanical documentation helped people to understand and have knowledge of the flora of other countries and regions worldwide.
- 6c. André's mission was similar to that of modern environmentalists in that he sought to document and restore the natural environment.

Theme: Transportation

Constructed Response Question One

1. Robert Fulton.
2. They did not depend on weather or water conditions.
3. Steamboat travel allowed for faster movement of people and goods which led to more settlement and economic prosperity.
4. 9 hours.

Constructed Response Question Two

1. a man-made channel of water connecting two bodies of water
2. the Hudson River and Lake Erie
3. The Canal made travel and trade faster and cheaper and allowed for transportation of people and goods to the interior of the country.
4. a stretch of water enclosed by gates at each end, built into a canal or river for the purpose of raising or lowering a vessel from one water level to another
5. The Canal rose 568 feet from the level of the river, so boats needed to be raised or lowered to accommodate those gradations.

Constructed Response Question Three

1. The ferry was pulled across the river on a rope.
2. Wind, tide, current, and other boats may have made crossing difficult.
3. The horses walk to turn the paddle wheel which moves the boat.

Constructed Response Question Four

1. Early river crossings were by boat or foot. Later crossings were by bridge or train, as well as boat.
2. Bridges do not rely on weather or water conditions for crossing.

Constructed Response Question Five

1. 16 hours
2. the car

Document Based Question – Theme: Transportation

Document 1

1. wind, tides, and weather
2. Sloops allowed people to travel, trade and settle all along the river.

Document 2

3. rowboat, steamboat, sailboat
4. The steamboat was a faster, more reliable form of transportation on the water.

Document 3

5. The Erie Canal connected the Hudson River Valley with the interior of the country and opened up trade to those regions.

Document 4

6. Railroads were faster and had no geographic constraints.

7. The growth of railroads precipitated the decline in the use of canals.

Document 5

8. Toll roads allowed people and goods to travel inland from the river and there were not time constraints about when people could travel.
9. Toll roads cost money for the traveler and they were difficult to build and maintain.

Document 6

10. bridges
11. car
12. The car allowed people to commute from homes further away from their jobs.

Document 8

13. People were hired to work at airports and businesses moved to Albany to be closer to the "aerial crossroads" so that they could transport goods.

Theme: Trade, Commerce, and Industry

Constructed Response Question One

- 1a. There are smokestacks visible in the background and many buildings visible along the river. There is a port for receiving and shipping goods.
- 1b. There is much activity going on in the painting. A large port is shown with many boats and there are prosperous looking men standing on the shores of the river.

Constructed Response Question Two

2. The waterways in NY State have allowed for the exchange of goods and ideas with the interior of the country. The waterways of NY State were the hub through which foreign goods and ideas flowed which allowed NY State to become a cosmopolitan state.

Constructed Response Question Three

3. NY State waterways provided water power for the manufacturing of goods and provided a transportation network for goods to be shipped all over the worlds.

Constructed Response Question Four

4. rope, canvas, paint
- 4b. a sailor
- 4c. Windows and pulleys allowed large ropes, sails, masts, etc. to be lowered to the ground for customers.

Constructed Response Question Five

- 5a. brown sugar, coffee, cigars
- 5b. a sailor restocking supplies and provisions on his boat

Document Based Question – Theme: Trade, Commerce, and Industry: Fish Tales

Document 1

- 1a. It signifies that the sturgeon is very large and makes reference to its reputation as "Albany Beef."
- 1b. The object shows that the sturgeon was an important food source and well-known icon in the Hudson Valley in the 19th century.
- 1c. tides, pollution, laws
- 1d. The abundance of sturgeon led to a booming commercial fishing industry.
- 1e. When government legislation has protected certain species, it has harmed the commercial fishing industry. When it has failed to protect certain species, it has supported the commercial fishing industry.

Document 2

- 2a. Blubber was used for lamps and candle wax. Baleen was used to make fishing rods.
- 2b. After the American Revolution, the British charged tariffs on whales caught along the coast of North America. In order to avoid paying the tariffs, some whalers moved their headquarters up the Hudson River leading to their being a substantial whaling industry on the Hudson.

Document 3

- 3a. Their stories of adventure were appealing and enticed people to become sailors themselves.
- 3b. Whaling might be viewed as romantic because it might take you to far off lands and involve you in adventures.

Document Based Question – Theme: Trade, Commerce, and Industry: River as Product: Ice Harvesting

Document 1

- 1. provided seasonal jobs for farmers in winter; provided permanent fulltime jobs; created a product that could be sold locally and in other places.

Document 2

- 2a. The employee would need to be strong, probably a man, and comfortable performing manual labor.
- 2b. There were hooks to spear the ice to move it and there were tongs that could be used to pick ice blocks up.

Document 3

- 3a. Ice harvesting stimulated the agricultural industry because it used hay.
- 3b. Saws were used to cut the ice; pulleys, tongs, ramps, and hooks were used to move the ice; hay and salt were used to insulate the ice.

Document 4

- 4a. It was most likely a purchased item because it is from England.
- 4b. The decorations are very colorful and hand-painted. They show abstract designs, along with flowers and plants.

Document 5

- 5a. As people began to understand and worry about diseases, they became wary of natural ice and moved toward artificial ice.
- 5b. At first, the industry harvested natural ice, then moved to artificial ice because of sanitary conditions. As refrigerators started to be used, ice would last longer.

Document Based Question – Theme: Trade, Commerce, and Industry: Rest Stops

Document 1

- 1a. They might visit these falls because they are closer than Niagara Falls.
- 1b. The artist depicted the words of Megapolensis showing the water roiling and the rainbow across the falls.

Document 2

- 2. the view; the amenities

Document 3

- 3a. It is centrally located for people traveling on trains and boats.

3b. The Cataract House might have attracted more vacationers who were looking for scenery and amenities. The Mansion House might have attracted more business travelers who were looking for convenience and needed to be close to trains and boats.

Document 4

4a. cobblestone streets; access to trains

4b. Because that would attract travelers and boost the economy of the city.

4c. Railroads brought people and goods to Troy, which made Troy a hub of commerce and boosted the economy of the city.

Document 5

5a. A person who wanted to get away from city life and enjoy peace, quiet, and the beauty of nature.

5b. The hotel is set on the top of a hill almost as a crowning jewel to a beautiful autumn landscape.

5c. It advertises the beauty and serenity of the setting of the hotel.

Document 6

6a. The ownership of transportation and hotels allowed the owner to use each industry to serve the needs of the other, maximizing his profit.

6b. shortest, quickest, cheapest

6c. boats

Theme: Culture and Symbol

Constructed Response Question One

- 1a. President of the National Council of Negro Women, National Director of the National Youth Administration's Division of Negro Affairs
- 1b. It promoted the interests of African Americans in the cultural community.
- 1c. The culture of the time period was very discriminatory against African Americans. Bethune's topic might have been controversial in that many white people may not have recognized the contributions of African Americans to American Civilization.

Constructed Response Question Two

- 2a. The language is racist and could be compared to pejorative terms in use today.
- 2b. A slave owner might advertise for a runaway slave in upstate NY because Northern states were likely places for slaves to run to because of their abolitionist stance.

Constructed Response Question Three

- 3a. Hudson River artists' work was very in vogue. It was made available to the wealthy in fashionable galleries and to the common people through mass printings.
- 3b. Artists and geographic areas made money and gained social status because of the popularity and prestige of the art.

Document Based Question: Culture and Symbol: Hudson River School

Document 1

- 1a. Promotional material allowed people to see what amenities were offered and what experiences they might have when touring the Hudson River Valley.
- 1b. Riding a train, hiking, taking in the view.

Document 2

- 2a. To view photographs three-dimensionally for entertainment and education.
- 2b. It could entice people to come by showing them the sights they would see in person. Or it might discourage people from coming because they might think they could see all the sights from their living room.

Document 3

- 3a. resting, riding a horse
- 3b. Yes. He has a horse and fine clothing.
- 3c. Paintings could lure people to visit an area of scenic beauty.

Document 4

- 4a. to show the beauty of the house and its spectacular view of the Hudson.
- 4b. sailboats
- 4c. leisurely
- 4d. The scene depicts an affluent family and house. The house has extensive gardens and a sweeping verandah and the people are dressed in fine clothing.

Document 5

- 5a. the tower
- 5b. It is elaborate in its design and execution. An architect and designer obviously put a lot of time and effort into building and designing the house.
- 5c. The homeowner is most likely affluent judging by the extensive grounds, the very nice carriage, the size of the house, and the fine clothing of the people.

Document Based Question – Theme: Culture and Symbol: American Revolution

Document 1

- 1a. It shows how war affects not only the soldiers, but their family and friends.
- 1b. Lady Ackland was most likely only able to see and nurse her husband because she had the resources to do so. Many people of lower social class probably did not have that opportunity and may have lost loved ones because of it.
- 1c. Because it is a touching scene revealing the power of love in a time of war.

Document 2

- 2a. By floating it on log rafts.
- 2b. To prevent the British from sailing up the river and taking control of it.
- 2c. It is a clever way to protect the river and was most likely very successful, at least as a bluff to keep the British off the river.
- 2d. It represents a moment when Americans thought outside the box to protect their freedom.

Document 3

- 3a. Because he had inside information and was not happy with the Americans.
- 3b. the British
- 3c. a traitor

Document 4

- 4a. Adjutant General to the English Army
- 4b. For colluding with Benedict Arnold to spy on the Americans.
- 4c. Because it was unfortunate that he spied and was executed.
- 4d. To indicate that this was an execution of an important man.

Document 5

- 5a. The British possessed it as evidenced by the British flags flying.
- 5b. It was on the water; it was on an island.
- 5c. Flags, military uniforms, and barricades.