

## Part 2

## Unit 11.6: Rise of American Power

This document contains multiple examples of options for teachers to pull from for assessing Unit 11.6 in a format that is aligned to Part 2 of the Framework Aligned USHG NYS Regents Exam.

Part 2 - [Document Set #1 Prompt](#) (note this prompt will always stay the same, the documents will vary)

- [Similarity / Difference, Cause / Effect, and Turning Point Option #1](#) - (used in 11.6 End of Unit Exam)
- [Similarity / Difference, Cause / Effect, and Turning Point Option #2](#)

Part 2 - [Document Set #2 Prompt](#) (note this prompt will always stay the same, the documents will vary)

- [Audience, Purpose, Point of View, or Bias](#) (used in 11.6 End of Unit Exam)

## SHORT ESSAY QUESTION—SET # 1

This Short Essay Question is based on the accompanying documents and is designed to test your ability to work with historical documents. Each Short Essay Question set will consist of two documents. Some of these documents have been edited for the purposes of this question. Keep in mind that the language and images used in a document may reflect the historical context of the time in which it was created.

**Task:** Read and analyze the following documents, applying your social studies knowledge and skills to write a short essay of two or three paragraphs in which you:

- Describe the historical context surrounding these documents
- Identify and explain the *relationship* between the events and/or ideas found in these documents (Cause and Effect, *or* Similarity/Difference, *or* Turning Point)

In developing your short essay answer of two or three paragraphs, be sure to keep these explanations in mind:

**Describe** means “to illustrate something in words or tell about it”

**Historical Context** refers to “the relevant historical circumstances surrounding or connecting the events, ideas, or developments in these documents”

**Identify** means “to put a name to or to name”

**Explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationship of”

### **Types of Relationships:**

**Cause** refers to “something that contributes to the occurrence of an event, the rise of an idea, or the bringing about of a development”

**Effect** refers to “what happens as a consequence (result, impact, outcome) of an event, an idea, or a development”

**Similarity** tells how “something is alike or the same as something else”

**Difference** tells how “something is not alike or not the same as something else”

**Turning Point** is “a major event, idea, or historical development that brings about significant change. It can be local, regional, national, or global”

- Describe the historical context surrounding these documents
- Identify and explain the **relationship** between the events and/or ideas found in these documents (Cause and Effect, or Similarity/Difference, or Turning Point)

### Document 1

In 1917, when she was 10 years old, Rubie Bond moved with her parents from Mississippi to Beloit, Wisconsin, where her father found work in a factory. Over half a century later, in 1976, Bond related her experiences as a part of an oral history project documenting the migration of African Americans to Beloit throughout the 20th Century (from Eric Foner's [Voices of Freedom Volume 2](#)).

**I'm wondering why your family decided to leave Mississippi. How was that decision made and why was it made?**

*Well, the North offered better opportunities for blacks. John McCord, who was a distant cousin, came and explained about conditions, here and so my father and mother decided to come.*

**What did John McCord tell them?**

*Only of working conditions and the education for children, for young people, was better than what we had in Mississippi. Those things I remember.*

**I've heard that recruiters were often in danger in Mississippi if they came down to get workers for northern companies. Do you recall him ever expressing any fear about this job that he was doing?**

*Yes. I know that many of the blacks would leave the farms at night and walk for miles. Many of them caught the train to come North, come to Beloit at a little place called Ecru, Mississippi. Usually they would leave with just the clothes on their backs. Maybe the day before they would be in the field working and the plantation owner wouldn't even know that they planned to go and the next day he would go and the little shanty would be empty. These people would have taken off and come up here.*

**Now, as a young girl, did you agree with this decision to move North? Did you think it was a good idea?**

*Yes. I think I did. Because even as a child I think I was pretty sensitive to a lot of the inequalities that existed between blacks and whites, and I know that after we came here my mother and dad used to tell me that if I went back to Mississippi, they would hang me to the first tree.*

[From the Wisconsin Oral History Project](#)

## Document 2

### *One Way Ticket* (1949) | By Langston Hughes

I pick up my life, And take it with me,  
And I put it down in  
Chicago, Detroit, Buffalo, Scranton,  
Any place that is North and East, And not Dixie.

I pick up my life And take it on the train,  
To Los Angeles, Bakersfield, Seattle, Oakland, Salt Lake  
Any place that is North and West, And not South.

I am fed up With Jim Crow laws,  
People who are cruel And afraid,  
Who lynch and run,  
Who are scared of me And me of them  
I pick up my life And take it away  
On a one-way ticket-  
Gone up North Gone out West  
Gone

- Describe the historical context surrounding these documents
- Identify and explain the *relationship* between the events and/or ideas found in these documents (Cause and Effect, or Similarity/Difference, or Turning Point)

### Document 1

Panel 1 Migration Series by Jacob Lawrence 1942



Caption: During World War I there was a great migration north by southern African Americans.

### Document 2

*One Way Ticket* (1949) | By Langston Hughes

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## SHORT ESSAY QUESTION—SET # 2

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**Task:** Read and analyze the following documents, applying your social studies knowledge and skills to write a short essay of two or three paragraphs in which you:

- Describe the historical context surrounding documents 1 and 2
- Analyze **Document 2** and explain how *audience, or purpose, or bias, or point of view* affects this document's use as a reliable source of evidence

In developing your short essay answer of two or three paragraphs, be sure to keep these explanations in mind:

**Describe** means “to illustrate something in words or tell about it”

**Historical Context** refers to “the relevant historical circumstances surrounding or connecting the events, ideas, or developments in these documents”

**Analyze** means “to examine a document and determine its elements and its relationships”

**Explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationship of”

**Reliability** is determined by how accurate and useful the information found in a source is for a specific purpose

- Describe the historical context surrounding documents 1 and 2
- Analyze **Document 2** and explain how **audience, or purpose, or bias, or point of view** affects this document's use as a reliable source of evidence

### Document 1

. . . When I [President McKinley] next realized that the Philippines had dropped into our laps I confess I did not know what to do with them. I sought counsel from all sides—Democrats as well as Republicans—but got little help. At first I thought we would take only Manila; then Luzon; then other islands perhaps also. I walked the floor of the White House night after night until midnight; and I am not ashamed to tell you, gentlemen, that I went down on my knees and prayed Almighty God for light and guidance more than one night. And one night late it came to me this way— I don't know how it was, but it came: (1) That we could not give them back to Spain—that would be cowardly and dishonorable; (2) that we could not turn them over to France and Germany— our commercial rivals in the Orient—that would be bad business and discreditable; (3) that we could not leave them to themselves—they were unfit for self-government—and they would soon have anarchy and misrule over there worse than Spain's was; and (4) that there was nothing left for us to do but to take them all, and to educate the Filipinos, and uplift and civilize and Christianize them, and by God's grace do the very best we could by them, as our fellow-men for whom Christ also died. And then I went to bed, and went to sleep, and slept soundly, and the next morning I sent for the chief engineer of the War Department (our map-maker), and I told him to put the Philippines on the map of the United States (pointing to a large map on the wall of his office), and there they are, and there they will stay while I am President! . . .

Source: General James Rusling, "Interview with President William McKinley," November 21, 1899, published in *The Christian Advocate*, January 22, 1903

### Document 2

In 1900, William Jennings Bryan was the Democratic presidential candidate, running against President William McKinley. The following is an excerpt from one of his stump speeches on the campaign trail.

Imperialism is the policy of an empire. And an empire is a nation composed of different races, living under varying forms of government. A republic cannot be an empire, for a republic rests upon the theory that governments derive their powers from the consent of the governed and colonialism violates this theory. We do not want the Filipinos for citizens. They cannot, without danger to us, share in the government of our nation and moreover, we cannot afford to add another race question to the race questions which we already have. Neither can we hold the Filipinos as subjects even if we could benefit them by doing... Our experiment in colonialism has been unfortunate. Instead of profit, it has brought loss. Instead of strength, it has brought weakness. Instead of glory, it has brought humiliation.

Source: William Jennings Bryan, "Imperialism," recorded in 1901; from Michigan State University, *Earliest Voices: A Gallery from the Vincent Voice Library*

