

8th Grade U.S. History



UNIT 1: Who gets to be in charge?

ESSENTIAL QUESTION

BIG IDEAS

What was the role of government in early America?

The student historian will:

- describe the structure and powers of the federal government under the U.S. Constitution.
- evaluate America's pursuit of the five founding ideals.
- describe the role of government and its limits.

GUIDING QUESTIONS

Content

(Kansas HGSS Standards & Benchmarks indicated)

- What are the 5 founding ideals listed in the Declaration of Independence? (Democracy, Equality, Rights, Liberty, Opportunity) (3.1) (3.2)
- How did America struggle to find a democratic balance of power? (1787-1791) (1.1) (1.2) (4.1) (4.2)
 - What are the six goals of the government listed in the Preamble? (Forming a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, secure the blessings of liberty to ourselves and our posterity)
 - What role did compromise play in the writing of the Constitution? (e.g., the Great Compromise, Three-Fifths Compromise - including the Slave Importation Clause)
 - What is the main role of each of three branches of government in relation to the laws of the U.S? (Legislative -Makes the laws; Executive- Enforces the laws; Judicial- interprets the laws)
 - How does Separation of Powers divide the function of government among three branches?
 - How does each branch check the power of other branches?
 - How can the constitution be amended and why is it difficult to change?
 - Federalism-How does Federalism attempt to balance the powers of the national government with the powers of state government? What are the powers that the Constitution gives to the states? What are powers that only the national government has?
 - What are the basic arguments of Federalists and Anti-Federalists? (Federalists strong National Government; Anti-Federalists stronger state governments)
 - What freedoms and rights does the Bill of Rights protect and why are they important? (Five basic freedoms, protection from the government, legal rights and protections, and limits on Federal power)

Process

(NCSS C3 Framework Standards indicated)

- How do I describe the 5 founding ideals listed in the Declaration of Independence? (Democracy, Equality, Rights, Liberty, Opportunity)
- How do I examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements? (D.2.Civ.3.6-8)
- How do I explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States? (D.2.Civ.4.6-8)

- How do I analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political systems? (D.2.Civ.8.6-8)
- How do I analyze multiple factors that influenced the perspectives of people during different historical eras? (D.2.His.4.6-8)

Reflective

- How have the 5 Founding American Ideals influenced the creation of the Constitution and development of the nation? (Democracy, Rights, Liberty, Opportunity, Equality)
- What role does Federalism play in a stable government?
- How do events and challenges during this era predict future conflict? (American Civil War)
- How has the definition of “We the People” changed over time?
- How do nations find a balance between the rights of the common good and the rights of individuals?

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards

- The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures. (1.1)
- The student will analyze the context and draw conclusions about choices and consequences. (1.2)
- The student will recognize and evaluate the rights and responsibilities of people living in societies. (2.1)
- The student will analyze the context and draw conclusions about rights and responsibilities. (2.2)
- The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.1)
- The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.2)
- The student will recognize and evaluate continuity and change over time. (4.1)
- The student will analyze the context and draw conclusions about continuity and change. (4.2)
- The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations. (4.3)

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UNIT 2: Growing Pains and Gains

ESSENTIAL QUESTION

BIG IDEAS

How does America face change and growth?

The student historian will:

- evaluate America's pursuit of the five founding ideals.
- analyze "challenges and rulings" to the Constitution and Bill of Rights from different perspectives.
- examine how political and economic changes impact a nation.
- analyze the impact of expansion.

GUIDING QUESTIONS

Content

(Kansas HGSS Standards & Benchmarks indicated)

- How did early political parties' visions for the U.S. differ? (Federalists, Democratic-Republicans) (3.1) (3.2)
- How did Hamilton's Federalists and Jefferson's Democratic-Republicans contribute to the emergence of political parties? (3.1) (3.2)
- How did the Alien and Sedition Acts (1798) challenge freedoms in the Bill of Rights? (2.1) (2.2)
- How did the ruling of Marbury v. Madison expand the power of the Judicial Branch? (Judicial Review) (4.1) (4.2)
- To what extent did the U.S. become involved in world affairs in the early 1800s? (Washington's Farewell Address, neutrality, isolationism, diplomacy, embargo, blockade, War of 1812, Monroe Doctrine) (1.1) (4.1)
- How did the Jacksonian era change democracy in America? (e.g., voting rights, Nullification Crisis, Indian Removal Act) (4.1) (4.2)
- How did the expansion of U.S. territories before the Civil War create opportunities and conflicts? (Louisiana Territory, Florida, Texas, Oregon Country, Mexican Cession, Gadsden Purchase) (1.2) (4.1) (4.2)
- How did the expansion of U.S. territories impact the indigenous peoples and nations? (Assimilation, Cherokee, Choctaw, Chickasaw, Creek, Seminole, impact of Indian Removal Act, Trail of Tears) (1.2) (1.3) (5.1) (5.2) (5.3)

Process

(NCSS C3 Framework Standards indicated)

- How do I determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources? (D.1.5.6-8)
- How do I explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society? (D.2.Civ.10.6-8)
- How do I analyze multiple factors that influenced the perspectives of people during different historical eras? (D.2.His.4.6-8)
- How do I evaluate the credibility of a source by determining its relevance and intended use? (D.3.2.6-8)

Reflective

- To what extent did America pursue its Founding Ideals? (Democracy, Rights, Liberty, Opportunity, Equality)
- How does foreign policy impact the development of the United States? How does it impact America today?
- Are the U.S. territorial acquisitions of this era justifiable?

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards

- The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures. (1.1)
- The student will analyze the context and draw conclusions about choices and consequences. (1.2)
- The student will investigate and connect examples of choices and consequences with contemporary issues. (1.3)
- The student will use his/her understanding of choices and consequences to make a claim or advance a thesis using evidence and argument. (1.4)
- The student will recognize and evaluate the rights and responsibilities of people living in societies. (2.1)
- The student will analyze the context and draw conclusions about rights and responsibilities. (2.2)
- The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.1)
- The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.2)
- The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues. (3.3)
- The student will recognize and evaluate continuity and change over time. (4.1)
- The student will analyze the context and draw conclusions about continuity and change. (4.2)
- The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations. (5.1)
- The student will analyze the context and draw conclusions about dynamic relationships. (5.2)
- The student will investigate and connect dynamic relationships to contemporary issues. (5.3)

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UNIT 3: A House Divided

ESSENTIAL QUESTION

BIG IDEAS

Was the Civil War inevitable?

The student historian will:

- evaluate America's pursuit of the five founding ideals.
- analyze why a society makes reforms.
- investigate the experiences of enslaved people through primary and secondary sources.
- analyze how the institution of slavery and culture influence each other.
- weigh and critique the conflicting viewpoints and decisions that ultimately led to war.

GUIDING QUESTIONS

Content

(Kansas HGSS Standards & Benchmarks indicated)

- What were the successes and failures of reform movements? (Second Great Awakening, Abolitionism, prisons, education, Temperance Movement, Suffrage - Seneca Falls Convention) (3.2) (3.3)
- How did regional differences (geographic, economic, transportation, and society) lead to division between the North and South? (5.1) (5.2)
- How did technology and economic innovations impact the development of America? (First Industrial Revolution, New Technologies - Steel Plow, Cotton Gin, Transportation - canal, rivers, steam boats, railroads) (4.2)
- How was the daily life of enslaved people controlled by enslavers? (3.2)
- How did enslaved people resist enslavement in ways (large and small) that asserted their humanity? (3.2)
- In what ways did the culture(s) of enslaved people impact American culture? (3.3) (3.4)
- Why did America resort to compromise and how did efforts to compromise fail? (Gag Rule, Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act, Bleeding Kansas) (1.2) (4.2)
- What political and social impact did *Scott v. Sandford* have on the future of enslaved people and the system of enslavement? (3.2);
- How did the Election of 1860 lead to Secession? (1.2)

Process

(NCSS C3 Framework Standards indicated)

- How do I describe the roles of political, civil, and economic organizations in shaping people's lives? (D2.Civ.6.6-8)
- How do I explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society? (D2.Civ.10.6-8)
- How do I assess specific rules and laws (both actual and proposed) as means of addressing public problems? (D2.Civ.12.6-8)
- How do I compare historical and contemporary means of changing societies and promoting the

- common good? (D.2.Civ.14.6-8)
- How do I analyze the role of innovation and entrepreneurship in a market economy? (D.2.Econ.7.6-8)
- How do I explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places? (D2.Geo.4.6-8)
- How do I analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places? (D2.Geo.5.6-8)
- How do I classify a series of historical events and developments as examples of change and/or continuity? (D2.His.2.6-8)
- How do I detect possible limitations in the historical record based on evidence collected from different kinds of historical sources? (D2.His.10.6-8)
- How do I evaluate the relative influence of various causes of events and developments in the past? (D2.His.15.6-8)

Reflective

- To what extent did America pursue its founding ideals? (Democracy, Rights, Liberty, Opportunity, Equality)
- What reform movements are relevant today?
- Does technology improve peoples' lives?
- Can words lead to war?
- What are the consequences and benefits of compromise?
- Can conflict be avoided? When is conflict justified?

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards

- The student will analyze the context and draw conclusions about choices and consequences. (1.2)
- The student will investigate and connect examples of choices and consequences with contemporary issues. (1.3)
- The student will use his/her understanding of choices and consequences to make a claim or advance a thesis using evidence and argument. (1.4)
- The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.2)
- The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues. (3.3)
- The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument. (3.4)
- The student will analyze the context and draw conclusions about continuity and change. (4.2)
- The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations. (5.1)
- The student will analyze the context and draw conclusions about dynamic relationships. (5.2)

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UNIT 4: Can America Endure?

ESSENTIAL QUESTION

BIG IDEAS

What does victory look like? At what cost?

The student historian will:

- evaluate America's pursuit of the five founding ideals during a time of war.
- compare and contrast multiple perspectives of individuals affected by the Civil War using primary and secondary sources.
- critique political, technological, and military strategies used in the Civil War.
- analyze economic factors that played a role in the Civil War.

GUIDING QUESTIONS

Content:

(Kansas HGSS Standards & Benchmarks indicated)

- How did geographic, economic, and social regional differences affect the Civil War? (5.1) (5.2)
- How did the Civil War impact the daily lives of individuals and groups in America? (soldiers - male and female, families, immigrants, African Americans, women) (5.1) (5.2)
- What effect did technologies and strategies have on how the Civil War was fought? (Anaconda Plan, Total War Strategy, Medicine, Communication, Transportation) (4.2)
- Why were certain political strategies used during the Civil War and how did they impact its outcome? (Suspension of Habeas Corpus, Military Draft/Conscription, Emancipation Proclamation, Election of 1864, 13th Amendment) (1.1) (1.2)
- What were the military, economic, political and foreign policy motivations of the Emancipation Proclamation? (African American soldier recruitment, preventing France & Great Britain from trading and recognizing states in rebellion, encouraging resistance of enslaved people being held within states in rebellion) (3.2)

Process

(NCSS C3 Framework Standards indicated)

- How do I explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question? (D1.2.6-8)
- How do I explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders)? (D2.Civ.2.6-8)
- How do I describe the roles of political, civil, and economic organizations in shaping people's lives? (D2.Civ.6.6-8)
- How do I assess specific rules and laws (both actual and proposed) as means of addressing public problems? (D2.Civ.12.6-8)
- How do I explain multiple causes and effects of events and developments in the past? (D2.His.14.6-8)
- How do I develop claims and counterclaims while pointing out the strengths and limitations of both? (D3.4.6-8)

Reflective

- To what extent did America pursue its Founding Ideals? (Democracy, Rights, Liberty, Opportunity, Equality)
- Who pays the cost of war?
- Why might it be difficult to find peace after a civil war?
- What will it take to heal America's wounds?
- What is the legacy of America's Civil War today?
- Has America recovered from the Civil War?

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards

- The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures. (1.1)
- The student will analyze the context and draw conclusions about choices and consequences. (1.2)
- The student will recognize and evaluate the rights and responsibilities of people living in societies. (2.1)
- The student will analyze the context and draw conclusions about rights and responsibilities. (2.2)
- The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.2)
- The student will analyze the context and draw conclusions about continuity and change. (4.2)
- The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations. (5.1)
- The student will analyze the context and draw conclusions about dynamic relationships. (5.2)

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UNIT 5: Can America Heal Its Wounds?

ESSENTIAL QUESTION

BIG IDEAS

Could America mend and move forward after the Civil War?

The student historian will:

- evaluate America's pursuit of the five founding ideals.
- debate the successes and failures of the federal and state government(s) in Reconstruction.
- recognize the civil rights gained and rights denied for African Americans.

GUIDING QUESTIONS

Content

(Kansas HGSS Standards & Benchmarks indicated)

- How did America attempt to reconstruct the nation? How did the federal government's policies affect the lives of formerly enslaved people? What new freedoms and rights were established for people who were formerly enslaved after the Civil War?
 - President Lincoln's 2nd Inaugural Address (3.2)
 - Presidential Reconstruction: Freedmen's Bureau, 13th Amendment, Civil Rights Acts, Black Codes (3.2)
 - Congressional Reconstruction: Civil Right, 14th Amendment, military reconstruction, impeachment of President Andrew Johnson, sharecropping (2.2)
 - Southern Reconstruction: Enfranchisement, Election of 1868, 15th Amendment, New State Constitutions and Governments, African Americans in office (2.2)
 - End of Reconstruction: Enforcement Acts, Amnesty Acts, Election 1876, Compromise of 1877 (4.2)
- How did discrimination evolve during and after Reconstruction to limit the voting rights of African American men? (black codes, poll taxes, intimidation, Grandfather Clause, literary tests) (4.2)
- How did discrimination evolve during and after Reconstruction to redefine freedom for African Americans? (black codes, Jim Crow Laws, Sharecropping, Intimidation) (4.2)
- Why did white supremacist groups rise to power and how did they impact the lives of African Americans? (3.2)
- What impact does *Plessy v. Ferguson* have on the legalization of segregation and discrimination of African Americans? (4.2)
- How did African Americans resist segregation and discrimination in ways (large and small) that asserted their humanity? (migration, community support) (3.2)

Process

(NCSS C3 Framework Standards indicated)

- How do I explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question? (D1.2.6-8)
- How do I analyze the purposes, implementation, and consequences of public policies in multiple

- settings? (D2.Civ.13.6-8)
- How do I explain how economic decisions affect the well-being of individuals, businesses, and society? (D2.Eco.1.6-8)
- How do I use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant? (D2.His.3.6-8)
- How do I evaluate the relative influence of various causes of events and developments in the past? (D2.His.15.6-8)
- How do I construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments? (D4.1.6-8)
- How do I critique arguments for credibility? (D4.4.6-8)

Reflective

- To what extent did America pursue its Founding Ideals? (Democracy, Rights, Liberty, Opportunity, Equality)
- Did America mend and move forward?
- How do individuals and groups fight for civil rights today?
- How does the legacy of the system of enslavement impact America today?
- How does racism still impact America today?

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards

- The student will analyze the context and draw conclusions about rights and responsibilities. (2.2)
- The student will investigate and connect the rights and responsibilities of individuals with contemporary issues. (2.3)
- The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.2)
- The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues. (3.3)
- The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument. (3.4)
- The student will analyze the context and draw conclusions about continuity and change. (4.2)
- The student will investigate and connect continuity and change to a contemporary issue. (4.3)
- The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations. (5.1)

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UNIT 6: Expansion or Invasion?

ESSENTIAL QUESTION

What opportunities and conflicts arise when nations collide?

BIG IDEAS

The student historian will:

- evaluate America's pursuit of the five founding ideals.
- compare and contrast perspectives of the acquisition/defense of land in the West and its impact on Indigenous Peoples.
- debate the decisions and policies of the U.S. Government in forcibly removing and attempting to assimilate Indigenous Peoples.

GUIDING QUESTIONS

Content

(Kansas HGSS Standards & Benchmarks indicated)

- How did Eastward Encroachment affect the lives of Indigenous Peoples? (resistance, assimilation, railroad, reservation life, genocide) (1.2)
- What motivations, opportunities, and challenges did settlers experience in Westward Expansion? (Homestead Act, railroad, miners, ranchers, cowboys) (5.1) (5.2)
- How did Indigenous People resist encroachment in ways (large and small) that asserted their humanity? (war, assimilation, refusing reservation life, continuing cultural traditions, Ghost Dance) (3.2)
- What choices did the U.S. Government and settlers make that determined the future of Indigenous Peoples? (treaties made and broken, Dawes Act, Homestead Act, boarding schools, Reservation Policy, assimilation, wars, massacres, railroad land grants) (1.2)

Process

(NCSS C3 Framework Standards indicated)

- How do I analyze the purposes, implementation, and consequences of public policies in multiple settings? (D2.Civ.13.6-8)
- How do I explain how the physical and human characteristics of places and regions are connected to human identities and cultures? (D2.Geo.6.6-8)
- How do I use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant? (D2.His.3.6-8)
- How do I detect possible limitations in the historical record based on evidence collected from different kinds of historical sources? (D2.His.10.6-8)
- Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose? (D2.His.13.6-8)
- Organize applicable evidence into a coherent argument about the past? (D2.His.16.6-8)
- Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection? (D3.1.6-8)
- Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations? (D3.3.6-8)

Reflective

- To what extent did America pursue its Founding Ideals? (Democracy, Rights, Liberty, Opportunity, Equality)
- How have indigenous peoples, cultures and nations endured?
- What challenges do indigenous peoples and cultures face today?
- Should this era be called Eastward Encroachment or Westward Expansion?
- Is expansion justifiable?

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards

- The student will analyze the context and draw conclusions about choices and consequences. (1.2)
- The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.2)
- The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues. (3.3)
- The student will investigate and connect continuity and change to a contemporary issue. (4.3)
- The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations. (5.1)
- The student will analyze the context and draw conclusions about dynamic relationships. (5.2)
- The student will investigate and connect dynamic relationships to contemporary issues. (5.3)
- The student will use their understanding of dynamic relationships to make a claim or advance a thesis using evidence and argument. (5.4)

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UNIT 7: The New American Dream?

ESSENTIAL QUESTION

How do people and technology change America?

BIG IDEAS

The student historian will:

- evaluate America's pursuit of the five founding ideals.
- differentiate between the dream of coming to America with the reality many immigrants faced.
- analyze the effects of industrialization and urbanization on the nation and its residents.

GUIDING QUESTIONS

Content

(Kansas HGSS Standards & Benchmarks indicated)

- What role did innovation and invention play in industrialization, urbanization, and eventually imperialism? (e.g., Bessemer Process (steel), electrification, telephone, mass production, flight, Railroads, Factories, Oil, need for more markets/resources) (4.4)
- How did industrialization, urbanization, and technology affect the lifestyles of Americans? (e.g., Gilded Age, working conditions, living conditions, growth of cities, divide between urban and rural America) (5.2)
- What impact did industrialization and mass production have on America's industrial economy? (e.g., Laissez-faire policies, growth of big business, corporations, trusts, monopolies, rise of labor unions) (4.2)
- How did the immigration experience differ among varying ethnic and socioeconomic groups? (e.g., refugees, Ellis Island, Angel Island) (1.1)
- What push and pull factors influenced immigration to America? (5.2)
- What political, social, and economic hardships and opportunities did immigrants face as they settled in America? (e.g., assimilation, Nativism, Chinese Exclusion Act, working conditions, tenement housing, ethnic enclaves, settlement houses, freedoms) (5.2)

Process

(NCSS C3 Framework Standards indicated)

- How do I explain how economic decisions affect the well-being of individuals, businesses, and society? (D2.Eco.1.6-8)
- How do I explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies? (D2.Eco.6.6-8)
- How do I analyze the role of innovation and entrepreneurship in a market economy? (D2.Eco.7.6-8)
- How do I explain why standards of living increase as productivity improves? (D2.Eco.13.6-8)
- How do I explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places? (D2.Geo.4.6-8)
- How do I explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices?

(D2.Geo.7.6-8)

- How do I use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant? (D2.His.3.6-8)
- How do I explain multiple causes and effects of events and developments in the past? (D2.His.14.6-8)

Reflective

- To what extent did America pursue its Founding Ideals? (Democracy, Rights, Liberty, Opportunity, Equality)
- What push and pull factors influence immigration to America today?
- Do all people have equal access to the American Dream?
- How does America's industrialization lead to Imperialism abroad?
- Does industrialization/innovation mean progress?
- Is the American Dream still achievable?

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards

- The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.1)
- The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.2)
- The student will investigate and connect continuity and change to a contemporary issue. (4.3)
- The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument. (4.4)
- The student will analyze the context and draw conclusions about dynamic relationships. (5.2)

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UNIT 8: Imperialism or Isolationism?

ESSENTIAL QUESTION

BIG IDEAS

What is America's role in the world?

The student historian will:

- evaluate America's pursuit of the five founding ideals.
- assess the imperialistic path of America.
- compare and contrast the varying foreign policies of the United States.
- investigate the main causes of World War I and analyze the United State's decision to join the fight.

GUIDING QUESTIONS

Content

(Kansas HGSS Standards & Benchmarks indicated)

- How did the "closing of the frontier" lead to American imperialism abroad? (1.4)
- What motivated America's Imperialism? (Alaska, Hawaii, Panama, Cuba, Philippines, Puerto Rico, trade, economic growth, protection, transportation) (3.2) (4.2)
- What were the motivations for the Spanish-American War? (U.S.S. Maine, Yellow Journalism, Imperialism) (1.2)
- What were the territorial outcomes of the Spanish-American War? (e.g., Puerto Rico, Guam, Philippines, Platt Amendment/Cuba)
- How did the Spanish-American war lead to the Philippine-American War?
- How did foreign policy decisions impact America's role in the world? (Open Door Policy, Spheres of Influence, Big Stick Policy, Roosevelt Corollary) (3.) (5.2)
- How did the tensions in Europe lead to World War I? (Militarism, Alliances, Imperialism, Nationalism) (1.2)
- What factors led to the United States entering WWI and how was it fought? (Neutrality, Moral Diplomacy, trade with warring nations, Zimmermann Note, Lusitania, Trench Warfare, new weapons, submarine warfare) (1.4) (2.1)
- What impact did WWI have on the homefront? (Propaganda, war bonds, victory gardens, rationing, Espionage Act.) (2.2)
- How did peace at the end of WWI lead to future conflict? (Treaty of Versailles, America's Isolationism, League of Nations) (1.2)

Process

(NCSS C3 Framework Standards indicated)

- How do I explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders)? (D2.Civ.2.6-8)
- How do I examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements? (D2.Civ.3.6-8)
- How do I compare historical and contemporary means of changing societies, and promoting the common good? (D2.Civ.14.6-8)

- How do I explain barriers to trade and how those barriers influence trade among nations? (D2.Eco.14.6-8)
- How do I analyze multiple factors that influenced the perspectives of people during different historical eras? (D2.His.4.6-8)
- How do I evaluate the relative influence of various causes of events and developments in the past? (D2.His.15.6-8)
- How do I construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations? (D4.2.6-8)
- How do I critique the structure of explanations? (D4.5.6-8)

Reflective

- To what extent did America pursue its Founding Ideals? (Democracy, Rights, Liberty, Opportunity, Equality)
- What should the civilian's role be during a time of war?
- Is America Imperialistic today?
- When should America intervene in international conflicts?
- How did the rest of the world view America after World War I?

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards

- The student will investigate and connect examples of choices and consequences with contemporary issues. (1.3)
- The student will investigate and connect the rights and responsibilities of individuals with contemporary issues. (2.3)
- The student will investigate and connect dynamic relationships to contemporary issues. (5.3)
- The student will use their understanding of dynamic relationships to make a claim or advance a thesis using evidence and argument. (5.4)