

8th Grade U.S. History

UNIT 1: Who gets to be in charge?



ESSENTIAL QUESTION

What was the role of government in early America?

BIG IDEAS

The student historian will:

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

GUIDING QUESTIONS

Content

(Kansas HGSS Standards & Benchmarks indicated)

- What are America's five founding ideals, and why are they important? (Democracy, Equality, Rights, Liberty, Opportunity) (3.1) (3.2)
- How did America struggle to find a democratic balance of power? (Federalists and Anti-Federalists, Federalism, Bill of Rights, 1787-1791) (1.1) (1.2) (2.1) (2.2) (3.1) (3.2)
- How did political and economic changes impact the emerging nation? (War of 1812, Jacksonian Democracy, banning the importation of enslaved people, Gag Rule) (4.1) (4.2)
- How was the Constitution and Bill of Rights challenged in its infancy? (from 1791-1835, Alien and Sedition Acts, Marshall Court, Nullification Crisis, Indian Removal Act) (4.1) (4.2)

Process

(NCSS C3 Framework Standards indicated)

- How do I distinguish the powers and responsibilities of citizens, political parties, and the media in a variety of governmental and nongovernmental contexts? (D.2.Civ.1.6-8)
- 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 assess specific rules and laws (both actual and proposed) as a means of addressing public problems? (D.2.Civ.12.6-8)
- 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 our American Ideals influenced the development of our young 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)

8th Grade U.S. History

UNIT 2: Growing Pains and Gains



ESSENTIAL QUESTION

How does America face change and growth?

BIG IDEAS

The student historian will:

- evaluate America’s pursuit of the five founding ideals.
- analyze why a society makes reforms.
- assess the effectiveness of reform movements.
- analyze the impact of expansion.

GUIDING QUESTIONS

Content

(Kansas HGSS Standards & Benchmarks indicated)

- How did the expansion of U.S territories create opportunities and conflicts? (pre-Civil War land acquisitions, Foreign Policy Tools - diplomacy, monetary policy, threat or use of force, War of 1812, Monroe Doctrine (1823)) (1.2) (1.3) (5.1) (5.2) (5.3)
- How did the expansion of U.S territories impact the indigenous peoples and nations? (Assimilation, Five “Civilized” Tribes, impact of Indian Removal Act, Trail of Tears) (1.2) (1.3) (5.1) (5.2) (5.3)
- How did technology and economic innovations impact the development of America? (First

industrialization, New Technologies - Steel Plow, Cotton Gin, etc, Market Revolution, Transportation - canal, rivers, steam boats, railroads) (4.2)

- 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)

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 compare historical and contemporary means of changing societies and promoting the common good? (D.2.Civ.14.6-8)
- How do I explain the roles of buyers and sellers in product, labor, and financial markets? (D.2.Econ.3.6-8)
- How do I analyze the role of innovation and entrepreneurship in a market economy? (D.2.Econ.7.6-8)
- How do I 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)
- What reform movements are relevant today?
- How do reform movements define success?
- Does technology improve people's lives?
- Is cultural assimilation necessary?

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 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)

8th Grade U.S. History

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.
- 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)

- 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)
- How did regional differences (economic, social, political) lead to sectionalism? (5.1) (5.2)
- What political and social impact did the Abolitionist Movement(s) have on the nation? (3.3)
- Why did America resort to compromise and how did efforts to compromise (Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act) fail? (1.2)
- 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 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 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)
- 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 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)

8th Grade U.S. History

UNIT 4: Can America Endure?



ESSENTIAL QUESTION

What does victory look like? At what cost?

BIG IDEAS

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 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? (Napoleonic warfare, new weapons, Total War, 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, the 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 trade partners (France & Great Britain) from trading and recognizing states in rebellion, encouraging resistance of enslaved people being held within states in rebellion) (3.2)
- How did geographic, economic, and social regional differences affect the Civil War? (5.1) (5.2)

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)
- 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)

8th Grade U.S. History

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? (Reconstruction Plans, Freedmen's Bureau, Election of 1876, Amnesty Acts, Civil Rights Acts, Enforcement Acts) (3.2)
- How did the federal government's policies affect the lives of formerly enslaved people? (13th Amendment, 14th Amendment, 15th Amendment, Freedmen's Bureau's, education, political office) (2.2)
- What new freedoms and rights were established for people who were formerly enslaved after the Civil War? (citizenship, right to vote - men, political office - men, education, family reunification) (2.2)
- Why did white supremacist groups rise to power and how did they impact the lives of African Americans? (3.2)
- How did the system of discrimination evolve during and after Reconstruction to limit the voting rights of African American men? (poll taxes, terrorism, Grandfather Clause, literacy tests) (4.2)
- How did the system of discrimination evolve during and after Reconstruction to redefine freedom for African Americans? (Black Codes, Jim Crow Laws, Sharecropping, terrorism) (4.2)
- 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? (3.2)

Process

(NCSS C3 Framework Standards indicated)

- How do I explain points of agreement experts have about interpretations and applications of

(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)

SUPPORTING RESOURCES

- TCI: The United States through Industrialism Lessons: Lesson 23 with visual discovery
- Facing History <https://www.facinghistory.org/reconstruction-era>
- SHEG: <https://sheg.stanford.edu/history-lessons/reconstruction-sac>

SOCIAL-EMOTIONAL SKILLS

SOCIAL-AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

RESPONSIBLE DECISION MAKING

8th Grade U.S. History

UNIT 6: Expansion or Invasion?



ESSENTIAL QUESTION

BIG IDEAS

What opportunities and conflicts arise when nations collide?

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, life in the plains, railroad) (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, 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)

8th Grade U.S. History

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 push and pull factors influenced immigration to America? (5.2)
- How did the immigration experience differ among varying ethnic and socioeconomic groups? (Ellis Island, Angel Island) (1.1)

- What political, social, and economic hardships and opportunities did immigrants face as they settled in America? (Nativism, Chinese Exclusion Act, working conditions, tenement housing, ethnic enclaves, settlement houses, freedoms) (5.2)
- What role did innovation and invention play in industrialization, urbanization, and eventually imperialism? (Bessemer Process, Electrification, Railroads, Assembly Lines, Factories, Oil, need for more markets/resources) (4.4)
- How did industrialization, urbanization, and technology affect the lifestyles of Americans? (5.2)
- What impact did industrialization and mass production have on America's industrial and agricultural economies? (4.2)

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)

8th Grade U.S. History

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 were the motivations of foreign policy in the early 20th century and how did they change over time? (Isolationism, Idealism, Realism, Imperialism, Neutrality) (1.1, 3.2)
- How did foreign policy decisions impact America's role in the world? (Open Door Policy, Spheres of Influence, Big Stick Policy, Roosevelt Corollary, Dollar Diplomacy, Moral Diplomacy) (3.2, 5.2)
- What were the motivations for the Spanish-American War? (U.S.S. Maine, Yellow Journalism, Imperialism, Jingoism) (1.2)
- What motivated America's Imperialism? (Alaska, Hawaii, Panama, Cuba, Philippines, Puerto Rico, trade, economic growth, protection, transportation) (3.2, 4.2)
- 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, trade with warring nations, Zimmermann Note, Lusitania, Trench Warfare, new weapons, unrestricted submarine warfare) (1.4, 2.1)
- What impact did WWI have on the homefront? (Propaganda, victory gardens, war bonds, rationing, Espionage Act, *Schenck v. U.S.*) (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 join international conflicts?
- How did the rest of the world view America after WWI?

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)