































# 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 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)