**8th Grade** [**American Expansion Inquiry**](http://www.c3teachers.org/inquiries/american-expansion/)

|  |
| --- |
| Was American Expansion Abroad Justified? |
| **Staging the Question: UNDERSTAND Discuss a recent military intervention abroad by the United States.** |
| **Social Studies Practices** |  **Gathering, Using, and Interpreting Evidence Geographic Reasoning Economics and Economic Systems**  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Supporting Question 1** | **Supporting Question 2** | **Supporting Question 3** | **Supporting Question 4** |
| What conditions influenced the United States’ expansion abroad? | What arguments were made in favor of imperialism and the Spanish-American War? | What arguments were made in opposition to imperialism and the Spanish-American War? | What were the results of US involvement in the Spanish-American War? |
| **Formative Performance Task** | **Formative Performance Task** | **Formative Performance Task** | **Formative Performance Task** |
| List conditions that influenced US foreign policy in the late 19th century.  | Begin a T-chart with arguments in favor of imperialism and the Spanish-American War.  | Complete a T-chart with arguments in opposition to imperialism and the Spanish-American War.  | Make a claim and counterclaim that the United States benefited from the Spanish-American War.  |
| ***Integration of Inquiry Process and Skills*** |
| Supporting Question 1 | **Supporting Question 2** | Supporting Question 3 | Supporting Question 4 |
| Connect: States and verifies what is known and makes connections to prior knowledge about a recent United States military incursion abroad and the connection betweeen historical events and the present. Graphic Organizer: [Connect#14](http://inquiryk12.ischool.syr.edu/esifc-assessments/connect/#connect14) | **Connect:** **Uses multiple sources to acquire background information and brainstorms ideas for further inquiry** about arguments made in favor of imperialism and the Spanish-American War.  | Connect: Uses multiple sources to acquire background information and brainstorms ideas for further inquiry about arguments made in opposition to imperialism and the Spanish-American War.  | Connect: Expresses the big idea and the relation of own topics of interest to that idea through a mind map using pictures and words about the results of US involvement in the Spanish-American War.  |
| **Wonder:** **Assesses questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry** about what conditions influenced United States’ expansion abroad. **Graphic Organizer:** [**Wonder#8**](http://inquiryk12.ischool.syr.edu/esifc-assessments/wonder/#wonder8) | **Wonder: Determines what information is needed to support the investigation and answer the questions** about arguments made in favor of imperialism and the Spanish-American War.  | Wonder: Analyzes and evaluates what is known, observed or experienced to form tentative thesis or hypothesis about arguments made in opposition to imperialism and the Spanish-American War. Graphic Organizer: [Wonder#12](http://inquiryk12.ischool.syr.edu/esifc-assessments/wonder/#wonder12) | Wonder: Refines questions to guide the search for different types of information about US involvement in the Spanish-American War. Graphic Organizer: [Wonder#15](http://inquiryk12.ischool.syr.edu/esifc-assessments/wonder/#wonder15) |
| **Investigate: Evaluates and paraphrases information that answers research questions** while reading a secondary account of the emergence of US global power in the 19th century, excerpts from a treatise on sea power, and excerpts from the 1896 Republican National Party platform. | **Investigate: Uses both facts and opinions responsibly by identifying and verifying them** while reading excerpts from speeches by two United States senators in support of the war as well as selections from newspapers at the time.**Graphic Organizer:** [**Investigate#71**](http://inquiryk12.ischool.syr.edu/esifc-assessments/investigate/#investigate71) | **Investigate: Recognizes the effect of different perspectives and points of view on information** while examining sources from Mark Twain, a political cartoon, the Anti-Imperialist League platform, and a William Jennings Bryan speech.**Graphic Organizer**:[**Investigate#76**](http://inquiryk12.ischool.syr.edu/esifc-assessments/investigate/#investigate76) | **Investigate: Recognizes that own point of view influences the interpretation of information** about US involvement in the Spanish-American War while examining maps of the war and excerpts from speeches by Theodore Roosevelt and William McKinley.**Graphic Organizer:** [**Investigate#77**](http://inquiryk12.ischool.syr.edu/esifc-assessments/investigate/#investigate77)[**C3 Resources**](http://www.c3teachers.org/wp-content/uploads/2015/09/NewYork_8_American_Expansion.pdf) |
| Construct: Lists conditions that influenced US foreign policy in the late 19th century. | **Construct:** Begins a T-chart with arguments in favor of imperialism and the Spanish-American War. | Construct: Completes a T-chart with arguments in opposition to imperialism and the Spanish-American War. | Construct: Draws conclusions based on explicit and implied information. Graphic Organizer: [Construct#31](http://inquiryk12.ischool.syr.edu/esifc-assessments/construct/#construct31) |
| **Express:**  | **Express:**   | **Express:**   | **Express:** Makes a claim and counterclaim that the United States benefited from the Spanish-American War.  |
| **Reflect:**  | **Reflect:**  | **Reflect:**  | Reflect: Identifies own strengths and sets goals for improvement. Graphic Organizer: [Reflect#19](http://inquiryk12.ischool.syr.edu/esifc-assessments/reflect/#reflect19) |
| **Summative Performance Task:** ***Argument:*** **Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views. *Extension:* Stage a debate about the consequences of and justifications for the Spanish-American War, or role-play a debate between William Jennings Bryan and Theodore Roosevelt about whether American expansion abroad was justified.** |