

# The Changing World

Grade 8 Unit 3 | U.S. Expansion, World War I, and Postwar Change

## Lessons and source-based test prep

- 54 printable pages in the paid resource.
- Twelve original student readings, twenty-four lesson checks, and teacher explanations.
- Teaching guidance, vocabulary, and the five-step Detective Method.
- Hawaii petition, expansion map, war timeline, Wilson excerpts, and postwar sources.
- Multiple choice/select, matching, two-part items, constructed response, and extended response.
- Eight task cards, answer explanations, scoring rubrics, and writing continuation pages.
- Optional clickable teacher references and a Google Forms setup guide.

Focus: Louisiana Freedom Framework 8.10e-g; 8.11a-h; 8.12a, j-k; partial geography practice. Independent resource, not an official LDOE assessment or a complete course.

PDF format. A live form and editable Word file are not included. Writing requires teacher scoring. Timeline study guides available separately as free downloads.

**[crackthetestco.com](https://crackthetestco.com)**

## STUDENT LESSON

## Lesson 2 War with Spain and its consequences

Focus: 8.10f; partial 8.5 | Original explanatory reading by Crack the Test Co.

### Pressure for intervention

Cubans fought to end Spanish rule. Many Americans sympathized with Cuban independence. Business interests, strategic concerns, and sensational newspaper coverage also encouraged intervention. The USS Maine exploded in Havana Harbor in February 1898. Its destruction increased pressure for war, but Spanish sabotage was not established. A popular explanation is not automatically a proven cause.

### The settlement of 1898

The United States fought Spain in the Caribbean and the Pacific. The Treaty of Paris, signed in December 1898, required Spain to relinquish its claim to Cuba and cede Puerto Rico, Guam, and the Philippines to the United States. Relinquishing a claim to Cuba differed from ceding the other territories. Hawaii was annexed through a separate action.

### Power and consent

The outcome increased U.S. overseas reach. Supporters emphasized ports, commerce, and international influence. Critics questioned ruling people without their consent. Resistance in the Philippines led to another war beginning in 1899, showing that victory over Spain did not settle every dispute about sovereignty. Expansion involved costs and contested authority as well as opportunities.

### Use the reference map

Puerto Rico is in the Caribbean; Guam and the Philippines are in the western Pacific; Hawaii is in the central Pacific. Guam lies near 13 degrees north latitude and 145 degrees east longitude. Latitude measures north or south of the equator; longitude measures east or west of the prime meridian. Locations can show reach, but cannot prove residents supported U.S. control.

### Check your understanding

1. Distinguish Cuba's treaty outcome from the outcomes for Puerto Rico and Guam.

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2. Why should an explanation of the war avoid calling the Maine explosion proven Spanish sabotage?

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## STUDENT LESSON

## Lesson 7 Persuasion dissent and civil liberties

Focus: 8.11e | Original explanatory reading by Crack the Test Co.

### Government persuasion

The Committee on Public Information organized messages to encourage support for the war. Posters, speeches, and other media promoted enlistment, bond purchases, and conservation. Propaganda seeks to influence beliefs or actions. A persuasive appeal can reveal a creator's goals and intended audience, but cannot by itself prove how everyone reacted.

### Wartime restrictions

The Espionage Act of 1917 punished specified interference with military operations or recruitment and other prohibited conduct. The 1918 Sedition Act broadened restrictions on certain wartime expression. Authorities used these laws against some war opponents. Supporters emphasized security; critics argued that enforcement threatened freedom of speech and dissent.

### Schenck v. United States

In 1919, the Supreme Court upheld an Espionage Act conviction involving distribution of anti-draft leaflets. The decision illustrates the Court's acceptance of speech restrictions in that wartime context. It did not abolish all constitutional rights, and it should not be taught as the final modern rule governing free expression. Later doctrine changed.

### Judge a source carefully

Identify who made a message, when, for whom, and for what purpose. The bond visual in this packet is explicitly a teacher-created simulation, not an authentic wartime poster. It helps practice analysis of persuasion, while the label prevents students from treating it as direct evidence of what a particular historical artist published.

### Check your understanding

1. Distinguish the CPI's activity from the restrictions imposed by wartime laws.

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2. What can a war-bond appeal reveal, and what can it not prove?

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## Student Evidence File A — Expansion & World Power

Use Sources A–D for Questions 1–5

Student Sources

### SOURCE A — AUTHENTIC PRIMARY SOURCE

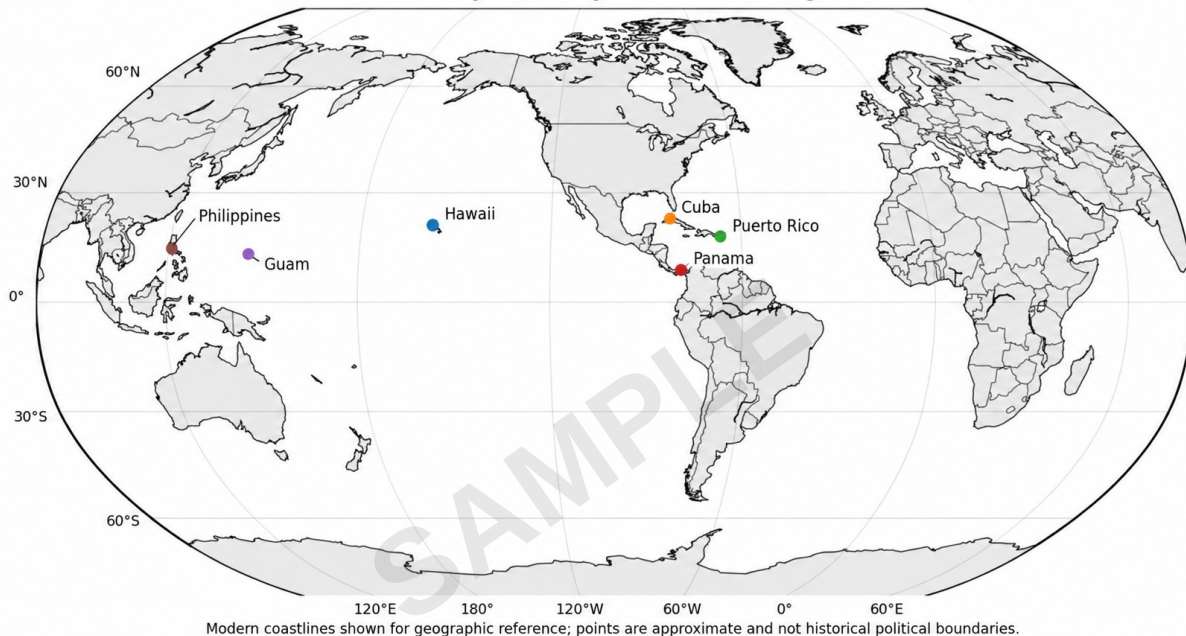
Petition Against Annexation, Hui Aloha 'Āina, 1897 (National Archives): “earnestly protest against the annexation ... in any form or shape.” The full petition collected 21,269 Native Hawaiian signatures.

### SOURCE B — TEACHER-CREATED SECONDARY SUMMARY

Supporters of U.S. expansion argued that Pacific and Caribbean locations could strengthen naval strategy, protect shipping routes, and expand access to overseas markets. Opponents argued that governing people without their consent conflicted with American ideals of self-government and could create new military and political obligations.

### SOURCE C — TEACHER-CREATED REFERENCE MAP

**Teacher-Created Reference Map: U.S. Expansion & Strategic Locations, c. 1898-1914**



### SOURCE D — TEACHER-CREATED TREATY OF PARIS SUMMARY

The Treaty of Paris (December 1898) ended the Spanish-American War. Spain relinquished its claim to Cuba and ceded Puerto Rico, Guam, and the Philippines to the United States. Hawaii had been annexed separately by U.S. joint resolution during 1898; it was not acquired from Spain under the treaty.

## Student Evidence File B — World War I: Causes, Neutrality & Entry

Student Sources

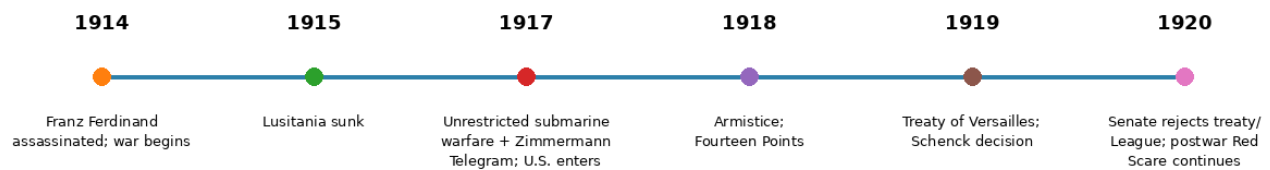
Use Sources E–G for Questions 6–9

### SOURCE E — TEACHER-CREATED CAUSE CHAIN

Long-term pressures: militarism + alliance commitments + imperial competition + nationalism. Immediate crisis trigger: Archduke Franz Ferdinand was assassinated in Sarajevo on June 28, 1914. Austria-Hungary’s conflict with Serbia escalated as allied powers mobilized and declared war.

### SOURCE F — TEACHER-CREATED TIMELINE

#### Teacher-Created Timeline - World War I and the U.S. Response



Based on verified historical dates; not an exhaustive chronology.

### SOURCE G — AUTHENTIC PRIMARY-SOURCE EXCERPT

#### President Woodrow Wilson, War Message to Congress, April 2, 1917

“The present German submarine warfare against commerce is a warfare against mankind.” Wilson argued that German actions threatened neutral rights and American lives and asked Congress for war.

### NEUTRALITY CONTEXT

The United States remained officially neutral from 1914 until 1917. The Lusitania sinking in 1915 angered many Americans but did not immediately bring U.S. entry. In early 1917, Germany resumed unrestricted submarine warfare, and the Zimmermann Telegram revealed a proposed German-Mexican alliance if the United States entered the war.



## Student Practice — Postwar Change & Whole-Unit Synthesis

Questions 14–15

Student Practice

### QUESTION 14 | MS — SELECT TWO

Which **TWO** developments **BEST** show how the postwar United States faced both ideological fear and domestic social conflict? Select **TWO**.

|   |                                                                                                           |
|---|-----------------------------------------------------------------------------------------------------------|
| A | The Bolshevik Revolution and First Red Scare increased fear of communism and radicalism.                  |
| B | The Panama Canal closed permanently after World War I.                                                    |
| C | The Great White Fleet was created in response to the 1918 influenza pandemic.                             |
| D | The Great Migration reshaped cities while racist backlash and racial violence intensified in some places. |
| E | The Treaty of Paris returned Puerto Rico and Guam to Spain after World War I.                             |

### QUESTION 15 | EXTENDED RESPONSE — 4 POINTS

**Evaluate this claim: From 1898 through the early 1920s, U.S. power abroad expanded, but World War I and its aftermath also encouraged caution about international commitments and intensified conflicts at home.**

Use evidence from at least **TWO** sources in this unit **AND** relevant Grade 8 social studies knowledge beyond what the sources directly state. Your response should make a defensible claim, use evidence accurately, and explain how the evidence supports your reasoning.

#### ER PLANNING BOX

| COMPONENT         | WHAT FULL CREDIT NEEDS                                                                                                                                                                                   |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CLAIM             | Support, refute, or qualify the statement. Avoid “all/only” claims unless evidence truly supports them.                                                                                                  |
| SOURCE EVIDENCE   | Possible evidence: Hawaii petition; expansion map/Treaty summary; Wilson war message; Fourteen Points/Treaty comparison; Great Migration map; Palmer excerpt.                                            |
| OUTSIDE KNOWLEDGE | Possible examples: Panama Canal, Great White Fleet, Lusitania, Zimmermann Telegram, CPI, Espionage/Sedition Acts, Schenck, Senate treaty debate, influenza, labor strikes, Chicago Riot, Tulsa Massacre. |
| REASONING         | Explain relationships: expansion of reach, wartime intervention, postwar reluctance toward alliances, and domestic tensions were connected but not identical developments.                               |

#### 4-POINT ER RUBRIC

| PTS | SCORING REQUIREMENT                                                                                                                                        |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4   | Defensible claim; accurate evidence from at least TWO sources; relevant outside content knowledge; clear analysis/reasoning that addresses the full claim. |
| 3   | Defensible claim with relevant evidence and reasoning, but one required element is incomplete or uneven.                                                   |
| 2   | Some accurate evidence/content but limited claim, development, or reasoning.                                                                               |
| 1   | Minimal accurate relevant information; little connection to the claim.                                                                                     |
| 0   | Blank, off-topic, or no creditable historical information.                                                                                                 |