



Mohawk Local Schools Grade Ten American History

Quarter 2 Curriculum Guide

Historical Thinking and Skills, Spatial Thinking and Skills, Civic Participation and Skills, Economic Decision Making and Skills, Financial Literacy

Helps students develop the ability to make informed and reasoned decisions for themselves and for the common good
 Prepares students for their role as citizens and decision makers in a diverse, democratic society
 Enables students to learn about significant people, places, events and issues in the past in order to understand the present
 Fosters students' ability to act responsibly and become successful problem solvers in an interdependent world of limited resource

Critical Areas of Focus Being Addressed:

- Historical Thinking and Skills
- Industrialization and Progressivism
- Foreign Affairs from Imperialism to Post-World War I

Content Statements Addressed and Whether they are Knowledge, Reasoning, Performance Skill, or Product:
 (DOK1) (DOK2) (DOK3) (DOK4)

Underpinning Targets Corresponding with Standards and Whether they are Knowledge, Reasoning, Performance Skill, or Product: "I can.....", "Students Will Be Able To....."

The use of primary and secondary sources of information includes an examination of the credibility of each source.
 (DOK4)

- I can analyze a historical decision and predict the possible consequences of alternative courses of action. Product
- I can analyze the credibility of primary and secondary sources. Reasoning
- I can develop a thesis and use evidence to support or refute a position. Product

	<ul style="list-style-type: none"> • I can identify examples of multiple causation and long- and short-term causal relationships with respect to historical events. Reasoning • I can analyze the relationship between historical events taking into consideration cause, effect, sequence, and correlation. Performance Skill
<p>Historians develop theses and use evidence to support or refute positions. (DOK 4)</p>	<ul style="list-style-type: none"> • I can analyze a historical decision and predict the possible consequences of alternative courses of action. Performance Skill • I can analyze the credibility of primary and secondary sources. Reasoning • I can develop a thesis and use evidence to support or refute a position. Product • I can identify examples of multiple causation and long- and short-term causal relationships with respect to historical events. Reasoning • I can analyze the relationship between historical events taking into consideration cause, effect, sequence, and correlation. Performance Skill
<p>Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations. (DOK 4)</p>	<ul style="list-style-type: none"> • I can analyze a historical decision and predict the possible consequences of alternative courses of action. Performance Skill • I can analyze the credibility of primary and secondary sources. Reasoning • I can develop a thesis and use evidence to support or refute a position. Product • I can identify examples of multiple causation and long- and short-term causal relationships with respect to historical events. Reasoning • I can analyze the relationship between historical events taking into consideration cause, effect, sequence, and correlation.

<p>The rise of corporations, heavy industry, mechanized farming, and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.</p> <p>a. Analyze how the rise of corporations, heavy industry, mechanized farming, and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society. (DOK 3)</p>	<ul style="list-style-type: none"> • I can describe how the rise of corporations and heavy industry transformed the American economy. Know • I can explain what industrialization is and how the advantages in factors of production enabled rapid U.S. industrialization. Reasoning • I can explain reasons why many Americans moved from rural areas to urban centers. Know • I can explain the interconnectedness between westward expansion and industrialization. Reasoning • I can describe the transformation of industry and agriculture through technological innovation and invention. Know • I can explain how industrialization led to rapid urbanization and the subsequent problems as a result. Reasoning
<p>Immigration, internal migration, and urbanization transformed American life.</p> <p>a. Analyze and evaluate how immigration, internal migration, and urbanization transformed American life. (DOK 3)</p>	<ul style="list-style-type: none"> • I can explain how new waves of immigration impacted culture and growth of cities. Know • I can explain the reasons for and the impact of the Great Migration on northern cities and the African American community. Know • I can explain how immigrants were exploited by the industrial and political systems. Know • I can identify the origins of late 19th century immigration. Know • I can evaluate Americans' responses to immigrants, including the rise of nativism. Evaluate
<p>Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.</p> <p>a. Analyze the post-Reconstruction political and social developments that led to institutionalized racism in the United States. (DOK 3)</p> <p>b. Describe institutionalized racist practices in post-</p>	<ul style="list-style-type: none"> • I can explain why African Americans were able to practice fewer political rights in 1900 than they were in 1870. Know • I can identify multiple factors that limited the effectiveness of Reconstruction. Know • I can list and explain the successes and failures of

<p>Reconstruction America. (DOK 2)</p>	<p>Reconstruction. Know</p> <ul style="list-style-type: none"> • I can list and explain specific southern responses to Reconstruction efforts by the federal government. Know
<p>The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization, and political corruption.</p> <p>a. Analyze and evaluate the success of progressive reforms during the late 19th and early 20th centuries in addressing problems associated with industrial capitalism, urbanization, and political corruption. (DOK 3)</p>	<ul style="list-style-type: none"> • I can identify several muckraking journalists and explain their contributions to society, including Jacob Riis, Lincoln Steffens, Upton Sinclair, Ida Wells, Ida Tarbell, and Thomas Nast. Know • I can evaluate the impact industrialization had on urban areas. Reasoning • I can explain how political machines used the problems of society to gain and keep power. Reasoning • I can explain the goals of the progressive movement and explain how they were influenced by industrialization. Reasoning • I can identify and explain several examples of how the federal and state governments worked to address the problems arising from industrialization and political corruption. Reasoning • I can explain what a labor union is, why they were formed, and, with specific examples, analyze their effects on society. Performance Skill