



Mohawk Local Schools Grade Ten American History

Quarter 3 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
 - From Isolation to World War
 - Prosperity, Depression and the New Deal

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....."
Historical events provide opportunities to examine alternative courses of action. (DOK4)	<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

	<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>The use of primary and secondary sources of information includes an examination of the credibility of each source. (DOK4)</p>	<ul style="list-style-type: none"> • I can analyze a historical decision and predict the possible consequences of alternative courses of action. Reasoning • 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. Reasoning
<p>Historians develop theses and use evidence to support or refute positions. (DOK 3)</p>	<ul style="list-style-type: none"> • I can analyze a historical decision and predict the possible consequences of alternative courses of action. Reasoning • 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. Reasoning
<p>Historians analyze cause, effect, sequence, and correlation in</p>	<ul style="list-style-type: none"> • I can analyze a historical decision and predict the

<p>historical events, including multiple causation and long- and short-term causal relations. (DOK 4)</p>	<p>possible consequences of alternative courses of action. Reasoning</p> <ul style="list-style-type: none"> • 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. Reasoning
<p>As a result of overseas expansion, the Spanish-American War, and World War I, the United States emerged as a world power.</p> <p>a. Analyze the circumstances which enabled the United States to emerge as a world power in the early 1900s. (DOK 2)</p>	<ul style="list-style-type: none"> • I can summarize America’s motives for imperialism. Reasoning • I can cite and explain several examples of American imperialism, including the Spanish-American War, annexation of Hawaii, acquisition of the Panama Canal Zone, and the Filipino Insurrection. Know • I can compare and contrast the different types of imperialism. Reasoning • I can explain the impact of WWI on the U.S. both during and after WWI. Reasoning
<p>After World War I, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs.</p> <p>a. Explain why and how the United States moved to a policy of isolationism following World War I. (DOK 2)</p>	<ul style="list-style-type: none"> • I can explain why the United States Senate rejected the Treaty of Versailles. Reasoning • I can cite and explain several examples of American isolationist policies in the years following WWI, including the Nye Committee, Washington Naval Conference, Dawes Plan, and Kellogg-Briand Pact. Know • I can explain how the meeting and ultimate treaty produced at the meeting in Versailles set the stage for WWII. Reasoning
<p>Racial intolerance, anti-immigrant attitudes, and the Red</p>	<ul style="list-style-type: none"> • I can explain how A. Mitchell Palmer contributed to the

<p>Scare contributed to social unrest after World War I.</p> <p>a. Describe how racial intolerance, anti-immigration attitudes, and the Red Scare contributed to social unrest after World War I. (DOK 2)</p>	<p>Red Scare in the years following WWI. Reasoning</p> <ul style="list-style-type: none"> • I can explain how the Great Migration contributed to racial strife in the years following WWI. Reasoning • I can explain how varying beliefs on economic systems contributed to anti-immigrant attitudes in WWI. Reasoning • I can cite specific examples the United States government took to limit immigration and explain how they believed this would help America. Know
<p>An improved standard of living for many, combined with technological innovations in communication, transportation, and industry, resulted in social and cultural changes and tensions.</p> <p>a. Describe how an improved standard of living for many, combined with technological innovations in communication, transportation, and industry, resulted in social and cultural changes and tensions. (DOK 2)</p>	<ul style="list-style-type: none"> • I can explain why the standards of living increased for most Americans following WWI. Reasoning • I can identify who did not see a rise in their standard of living and explain the impact this had on society as a whole. Know • I can list several examples of new inventions in the 1920s and describe the impact this had on society. Know • I can explain the impact Henry Ford and other industrialists had on work and transportation. Know • I can explain why and how innovation created tensions in American society. Reasoning
<p>Movements such as the Harlem Renaissance, African-American migration, women's suffrage, and Prohibition all contributed to social change.</p> <p>a. Describe social changes that came from the Harlem Renaissance, African-American migration, women's suffrage, and Prohibition. (DOK 3)</p>	<ul style="list-style-type: none"> • I can identify and explain two forms of rebellion society took against Prohibition. Know • I can explain why the 18th Amendment was ratified and why it ultimately proved too difficult to enforce. Performance Skill • I can explain what impact the Great Migration had on cities after WWI. Reasoning • I can explain what the Harlem Renaissance was and describe the impact it had on race relations throughout the north. Know

<p>During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of WWII. (DOK 3)</p>	<ul style="list-style-type: none"> • I can analyze the reasons for American isolationist sentiment in the interwar period. Performance Skill • I can explain the origins, intentions, and provisions of the Good Neighbor Policy. Know • I can understand the problems of rising totalitarianism in Europe and Asia. Reasoning • I can explain the provisions of the Neutrality Act and how they relate to isolationism. Know • I can analyze how U.S. policies of neutrality gradually changed through actions such as cash and carry, destroyers for bases, and the Lend-Lease Act. Performance Skill • I can explain the importance of the Atlantic Charter. Know • I can analyze the devolution of U.S.-Japan relations in the Pacific and East Asia leading up to the attack on Pearl Harbor. Performance Skill
<p>The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation, and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression. (DOK 4)</p>	<ul style="list-style-type: none"> • I can describe how the federal government's monetary policies, stock market speculation, and increasing consumer debt led to the Great Depression. Know • I can describe and explain the economic cycle. Know • I can synthesize the importance of debt and bank failures in contributing to the worst years of the Depression. Reasoning • I can explain how the efforts to combat the Great Depression led to an expanded role for the federal government. Know • I can explain how the New Deal programs attempted to address the national difficulties of the Depression. Reasoning • I can identify New Deal programs that continue to the present time. Know

