



# MOHAWK

**Local School District**

*Preparing today's students for tomorrow's challenges*

## Mohawk Local Schools      Grade Ten American History

### Quarter 1 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
- Historic Documents
- Industrialization and Progressivism

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. (D04)	<ul style="list-style-type: none"> <li>• I can analyze a historical decision and predict the possible consequences of alternative courses of action. Performance Skill</li> <li>• I can analyze the credibility of primary and secondary sources. Performance Skill</li> <li>• I can develop a thesis and use evidence to support or refute a position. Product</li> </ul>

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

<p>Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations. (DOK 4)</p>	<p>sequence, and correlation. Performance Skill</p> <ul style="list-style-type: none"> <li>• I can analyze a historical decision and predict the possible consequences of alternative courses of action. Performance Skill</li> <li>• I can analyze the credibility of primary and secondary sources. Performance Skill</li> <li>• I can develop a thesis and use evidence to support or refute a position. Product</li> <li>• I can identify examples of multiple causation and long- and short-term causal relationships with respect to historical events. Reasoning</li> <li>• I can analyze the relationship between historical events taking into consideration cause, effect, sequence, and correlation. Performance Skill</li> </ul>
<p>The Declaration of Independence reflects an application of Enlightenment ideas to the grievances of British subjects in the American colonies.</p> <p>a. Explain a grievance listed in the Declaration of Independence in terms of its relationship to Enlightenment ideas of natural rights and the social contract. (DOK 4)</p>	<ul style="list-style-type: none"> <li>• I can analyze the influence of Enlightenment thinking on colonial actions. Performance Skill</li> <li>• I can explain the rights colonists believed they possessed as English citizens. Performance Skill</li> <li>• I can compare the ideas of Locke, Hobbes, and Rousseau with regard to natural rights and the social contract. Reasoning</li> <li>• I can connect the actions of the British government to the grievances identified by the colonists in the Declaration. Reasoning</li> <li>• I can connect the Enlightenment ideas to the actions of the Second Continental Congress and the Declaration of Independence. Reasoning</li> </ul>
<p>The Northwest Ordinance addressed a need for government in the Northwest Territory and established precedents for the future governing of the United States.</p> <p>a. Show how the NW Ordinance, in providing government for the NW Territory, established a precedent for governing the United States. (DOK 3)</p>	<ul style="list-style-type: none"> <li>• I can explain how the Land Ordinance of 1785 organizes the Northwest Territory. Know</li> <li>• I can identify and locate the Northwest Territory. Know</li> <li>• I can explain how the Northwest Territory was</li> </ul>

	<p>acquired through the Treaty of Paris. Know</p> <ul style="list-style-type: none"> <li>• I can analyze the individual reasons states ceded claims to the NW Territory. Performance Skill</li> <li>• I can explain how Congress facilitates the process by which a territory becomes a state. Know</li> <li>• I can explain how the NW Ordinance created support for education within each new territory. Reasoning</li> <li>• I can synthesize the basic rights of American citizenship as explicitly stated within the NW Ordinance as precursors to the Bill of Rights. Product</li> <li>• I can explain what the NW Ordinance is, including the guarantee for republican form of government and the exclusion of slavery. Know</li> </ul>
<p>Problems facing the national government under the Articles of Confederation led to the drafting of the Constitution of the United States. The framers of the Constitution applied ideas of Enlightenment in conceiving the new government.</p> <p>a. Develop an argument that a particular provision of the Constitution of the United States would help address a problem facing the United States in the 1780s. (DOK 4)</p>	<ul style="list-style-type: none"> <li>• I can explain the rationale for the creation of the Articles of Confederation and the subsequent weaknesses of that government. Reasoning</li> <li>• I can compare the structure of the government under the Articles to the structure of government under the Constitution. Performance Skill</li> <li>• I can analyze the national issues facing the government under the Articles, including debt, trade, taxation, and presence of foreign powers on U.S. borders. Performance Skill</li> <li>• I can synthesize the proposals and debates that occurred at the Constitutional Convention and how those were resolved in the Constitution. Product</li> <li>• I can explain what federalism is and how power evolved in the new government. Reasoning</li> <li>• I can connect economic problems in the United States with Shays' Rebellion. Reasoning</li> <li>• I can explain how our Constitution separates and limits powers, with specific reference to Articles I through III. Reasoning</li> <li>• I can cite examples of Enlightenment thinking found in</li> </ul>

	the Constitution. Know
<p>The Federalist Papers and the Anti-Federalist Papers structured the national debate over the ratification of the Constitution of the United States.</p> <p>a. Compare the arguments of the Federalists and Anti-Federalists on a common topic related to the ratification of the Constitution and hypothesize why the winning argument was more persuasive.</p>	<ul style="list-style-type: none"> <li>• I can synthesize the arguments of the proponents and opponents of the Constitution attempting to sway the deliberations of the state ratifying conventions. Product</li> <li>• I can explain the process of ratification of the Constitution. Know</li> <li>• I can provide examples of the arguments for and against ratification, specifically with reference to the Federalist and Anti-Federalist papers. Performance Skill</li> </ul>
<p>The Bill of Rights is derived from English law, ideas of the Enlightenment, the experiences of the American colonists, early experiences of self-government, and the national debate over the ratification of the Constitution of the United States.</p> <p>a. Cite evidence for historical precedents to the rights incorporated in the Bill of Rights.</p>	<ul style="list-style-type: none"> <li>• I can explain how the Bill of Rights to the Constitution is derived from several sources including the Magna Carta and the English Bill of Rights and the Virginia Declaration of Rights. Reasoning</li> <li>• I can cite specific examples of Enlightenment ideas found in the Bill of Rights. Know</li> <li>• I can cite specific examples of explicit rights guaranteed to Americans in the Bill of Rights as a result of colonial experiences. Know</li> <li>• I can synthesize the arguments of the Anti-Federalists in favor of adding a Bill of Rights to the Constitution. Product</li> </ul>
<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"> <li>• I can describe how the rise of corporations and heavy industry transformed the American economy. Reasoning</li> <li>• I can explain what industrialization is and how the advantages in factors of production enabled rapid U.S. industrialization. Know</li> <li>• I can explain reasons why many Americans moved from rural areas to urban centers. Reasoning</li> </ul>

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|  | <ul style="list-style-type: none"><li>• I can explain the interconnectedness between westward expansion and industrialization. Reasoning</li><li>• I can describe the transformation of industry and agriculture through technological innovation and invention. Know</li><li>• I can explain how industrialization led to rapid urbanization and the subsequent problems as a result. Reasoning</li></ul> |
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