



MOHAWK

Local School District

Preparing today's students for tomorrow's challenges

Mohawk Local Schools Grade Ten American History

Quarter 4 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
- Prosperity, Depression and the New Deal
- The Cold War
- Social Transformations in the United States United States and the Post-Cold War World (1991 - Present)

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. (DOK3)

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

	<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. • I can analyze the relationship between historical events taking into consideration cause, effect, sequence, and correlation.
<p>The use of primary and secondary sources of information includes an examination of the credibility of each source. (DOK2)</p>	<ul style="list-style-type: none"> • I can analyze a historical decision and predict the possible consequences of alternative courses of action. • I can analyze the credibility of primary and secondary sources. • I can develop a thesis and use evidence to support or refute a position. • I can identify examples of multiple causation and long- and short-term causal relationships with respect to historical events. • I can analyze the relationship between historical events taking into consideration cause, effect, sequence, and correlation.
<p>Historians develop theses and use evidence to support or refute positions. (DOK 2)</p>	<ul style="list-style-type: none"> • I can analyze a historical decision and predict the possible consequences of alternative courses of action. • I can analyze the credibility of primary and secondary sources. • I can develop a thesis and use evidence to support or refute a position. • I can identify examples of multiple causation and long- and short-term causal relationships with respect to historical events. • I can analyze the relationship between historical events taking into consideration cause, effect, sequence, and correlation.
<p>Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and</p>	<ul style="list-style-type: none"> • I can analyze a historical decision and predict the possible consequences of alternative courses of action.

<p>short-term causal relations. (DOK 2)</p>	<ul style="list-style-type: none"> • I can analyze the credibility of primary and secondary sources. • I can develop a thesis and use evidence to support or refute a position. • I can identify examples of multiple causation and long- and short-term causal relationships with respect to historical events. • I can analyze the relationship between historical events taking into consideration cause, effect, sequence, and correlation.
<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. • I can describe and explain the economic cycle. • I can synthesize the importance of debt and bank failures in contributing to the worst years of the Depression. • I can explain how the efforts to combat the Great Depression led to an expanded role for the federal government. • I can explain how the New Deal programs attempted to address the national difficulties of the Depression. • I can identify New Deal programs that continue to the present time.
<p>The United States' mobilization of its economic and military resources during World War II brought significant changes to American society. (DOK 3)</p>	<ul style="list-style-type: none"> • I can identify and explain changes American society experienced with the mobilization of its economic and military resources during World War II. • I can explain the actions of government in organizing industry and labor in support of the war effort. • I can explain how military forces were prepared for war through the Selective Training and Service Act of 1940.

	<ul style="list-style-type: none"> • I can identify the efforts made to mobilize civilian support for the war effort. • I can analyze and explain the efforts of women and minorities in both the military and wartime industries. • I can explain how Japanese-Americans were treated during wartime, including the use of internment/relocation camps, as well as efforts by many of the same to support the war effort.
<p>Use of atomic weapons changed the nature of war, altered the balance of power, and began the nuclear age. (DOK 3)</p>	<ul style="list-style-type: none"> • I can summarize how atomic weapons have changed the nature of war, altered the balance of power, and started the nuclear age. • I can analyze the arguments for and against the use of the atomic bomb against Japan. • I can explain the concept of superpower in the age of nuclear weapons. • I can evaluate the development of nuclear arsenals in the United States and the Soviet Union as deterrents of war. • I can explain the consequences of the Soviet testing of a nuclear bomb in 1949.
<p>The United States followed a policy of containment during the Cold War in response to the spread of communism. (DOK 3)</p>	<ul style="list-style-type: none"> • I can analyze the policy of containment and the reasons for its establishment by the United States during the Cold War in response to the spread of communism. • I can explain the actions of the Soviet Union in creating hegemony over Eastern Europe after World War II. • I can explain the reasons for and components of the European Recovery Program (Marshall Plan). • I can explain the concept of collective security and how this led to the establishment of the North Atlantic Treaty Organization. • I can analyze the application of containment and collective security as it relates to U.S. involvement in both the Korean and Vietnam Wars.

<p>The Second Red Scare and McCarthyism reflected Cold War fears in American society. (DOK 3)</p>	<ul style="list-style-type: none"> • I can explain how the Second Red Scare and McCarthyism reflected Cold War fears in American society. • I can identify Soviet actions that contributed to anti-communist hysteria in the U.S. • I can identify and explain the actions of Congress and its members to respond to the real and perceived threat of communism to American society. • I can explain how the civil liberties of many Americans were challenged and possibly violated as a result of this fear. • I can explain how the new media of television impacted the opinions of the American people toward Sen. McCarthy and witnesses before Congressional committees.
<p>The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics. (DOK 3)</p>	<ul style="list-style-type: none"> • I can analyze how the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics between the end of World War II and 1992. • I can explain how Cold War international politics impacted regional conflicts in the Middle East, Latin America, and Southeast Asia. • I can explain the causes of the Korean War and how the onset of the war was addressed by the United Nations. • I can analyze the impact of the Korean War on U.S. policies in East and Southeast Asia. • I can explain the reasons for U.S. involvement in the Vietnam War. • I can identify the reasons for domestic unrest and protests during the 1960s. • I can explain how the Vietnam War impacted national politics in both the elections of 1968 and 1972. • I can analyze the reasons for the lack of success by the U.S. in preventing the containment of communism in

	Vietnam.
The collapse of communist governments in Eastern Europe and the USSR brought an end to the Cold War. (DOK 3)	<ul style="list-style-type: none"> • I can explain how the collapse of communist governments in Eastern Europe and the USSR brought an end to the Cold War era. • I can identify causes for the collapse of communist governments in Eastern Europe and the Soviet Union. • I can trace the events that led to the end of the Cold War era. • I can provide examples of how the United States supported economic and educational reforms in former communist countries.
Following World War II, the United States experienced a struggle for racial and general equality and the extension of civil rights. (DOK 2)	<ul style="list-style-type: none"> • I can summarize the struggle for racial and gender equality and the extension of civil rights that occurred in the United States in the postwar period. • I can summarize how African Americans, American Indians, and women distinguished themselves in an effort to win World War II, and how these groups formed movements to secure the same freedoms and opportunities enjoyed by other Americans.
The postwar economic boom, greatly affected by advances in science, produced epic changes in American life. (DOK 2)	<ul style="list-style-type: none"> • I can explain how American life in the postwar period was impacted by the postwar economic boom and by advances in science. • I can describe the era of unprecedented prosperity and economic growth in the United States following World War II. • I can trace the growth of the Sunbelt. • I can provide examples of how advances in science impacted American life.

<p>The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects. (DOK 3)</p>	<ul style="list-style-type: none"> • I can analyze the social and political effects of the continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act. • I can describe the social and political effects of the postwar population movement from cities to suburbs. • I can trace the causes of urban riots in the 1960s. • I can explain how the growth of the Sunbelt contributed to a political power shift in the country. • I can summarize how immigration impacted the demographic makeup of the United States and how the voting patterns of these immigrants impacted the balance of power between the major political parties.
<p>Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare, and national security. (DOK 2)</p>	<ul style="list-style-type: none"> • I can explain why the government's role in the economy, environmental protection, social welfare, and national security became the topic of political debates between 1945 and 1994. • I can explain how the expansion in the role of the government in the 1930s and early 1940s continued to be the focus of political debates in the postwar period. • I can describe how and why the government's role to protect the environment in the postwar period increased, eventually leading to the creation of the Environmental Protection Agency (EPA). • I can summarize debates surrounding the government's role on social welfare issues. • I can trace why controversies surrounding the federal government's role in protecting the country recurred during times of perceived threats.
<p>Improved global communications, international trade, transnational business organizations, overseas competition, and the shift from manufacturing to service</p>	<ul style="list-style-type: none"> • I can explain why the government's role in the economy, environmental protection, social welfare, and national security became the topic of political debates

<p>industries have impacted the American economy. (DOK 4)</p>	<p>between 1945 and 1994.</p> <ul style="list-style-type: none"> • I can explain how the expansion in the role of the government in the 1930s and early 1940s continued to be the focus of political debates in the postwar period. • I can describe how and why the government’s role to protect the environment in the postwar period increased, eventually leading to the creation of the Environmental Protection Agency (EPA). • I can summarize debates surrounding the government’s role on social welfare issues. • I can trace why controversies surrounding the federal government’s role in protecting the country recurred during times of perceived threats.
<p>The United States faced new political, national security, and economic challenges in the post-Cold War world and following the attacks on September 11, 2001. (DOK 3)</p>	<ul style="list-style-type: none"> • I can analyze how the American economy has been impacted by improved global communications, international trade, transnational business organizations, overseas competition, and the shift from manufacturing to service industries. • I can summarize the impact of the spread of global communication technologies since the early 1990s. • I can trace the growth of international business organizations since the early 1990s. • I can describe challenges faced by American producers and local communities as a result of overseas competition.