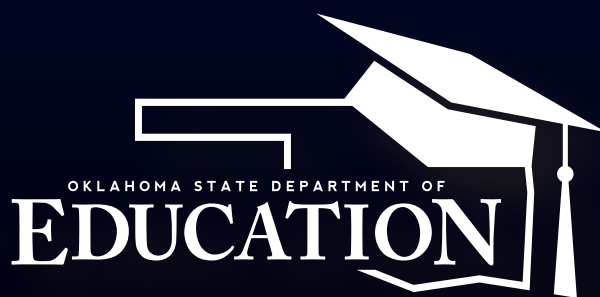




Oklahoma C³ Standards for the Social Studies

THE FOUNDATION, FORMATION, AND TRANSFORMATION
OF THE AMERICAN SYSTEM

PRE-KINDERGARTEN THROUGH HIGH SCHOOL



OKLAHOMA STATE BOARD OF EDUCATION
ADOPTED MARCH 29, 2012

CHAPTER 16

► High School UNITED STATES HISTORY *The United States: The American Nation in Transformation, 1878 to the Present*

In United States History, the student will describe and analyze effects of the Reconstruction Era amendments to the *United States Constitution*, examine the impact of immigration and the settlement of the American West on American society, and evaluate the economic effects of the industrialization and the changing role of the United States in world affairs at the turn of the twentieth century. The student will also describe the social, cultural, and economic events between the World Wars, investigate and analyze the Great Depression, and the causes, events and effects of World War II, and assess the foreign and domestic policies of the United States since World War II. The student will also examine the 9/11 attacks on New York City and Washington, DC.

The Common Core History/Social Studies Reading and Writing Literacy Skills are to be integrated throughout all of the content standards and used for instructional delivery of the content.

ASSESSMENT NOTE: High schools students in United States History for Grades 9–12 will study the time frame of 1878 to the present. However, for the high school ACE United States History End-of-Instruction Examination (EOI), the time frame is approximately 1878–2002, or approximately from the Reconstruction amendments through the terrorist attacks of September 11, 2001 and the immediate effects of those events.

Standard 1 and 2 Social Studies Process and Literacy Skills should be integrated throughout and across the content standards, as well as being used in teaching and assessing the course content at the classroom and district level. At the state level, Standard 1 and 2 Social Studies Process and Literacy Skills be measured and reported within each of the Content Standards 1, 2, 3, 4, 5, and 6. Process skill assessment items will be content-based and reported under each of the content standards. For assessment purposes, each standard will have items using primary and secondary source documents, timelines, maps, charts, graphs, pictures, photographs, and/or political cartoons. There will be a balance of graphic and textual stimulus materials within the various United States History test forms. At least 50 percent of the assessment items will have appropriate pictorial and graphical representations.

An asterisk (*) has been used to identify Content Standard 7 and the following objectives under that standard that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP).

COMMON CORE STATE STANDARDS READING AND WRITING LITERACY IN HISTORY/SOCIAL STUDIES

The Common Core State Standards Reading and Writing Literacy Standards for Literacy in History/Social Studies in the high school contain two grade bands, 9–10 and 11–12. Since school districts have the option of scheduling high school social studies courses at any grade level 9–12, only the CCSS for Reading and Writing for Grades 9–10 have been included in each high school Social Studies course. If a course is taught at the 11th or 12th grade level, then the CCSS for Reading and Writing Grades 11–12 must be used for social studies literacy instruction. A copy of the CCSS for Reading and Writing Grades 11–12 are found in Appendix C.

Celebrate Freedom Week

In order to educate Oklahoma students about the sacrifices made for freedom on behalf of the country and the values on which this country was founded, November 11 has been designated “Veterans Day,” and the week in which November 11 falls has been designated “Celebrate Freedom Week” for the public schools of Oklahoma. As part of a social studies class, during Celebrate Freedom Week or during another full school week as determined by the local board of education, appropriate instruction concerning the intent, meaning, and importance of the *Declaration of Independence* and the *United States Constitution* including the *Bill of Rights* in their historic contexts shall occur.

The study of the *Declaration of Independence* is to include the study and the relationship of ideas expressed in that document to subsequent American history

Students in Grades 3–12 shall study and recite the following from the “social contract” selection of the *Declaration of Independence*:

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. –That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.

The board of education of each public school district shall ensure that each school in its district will on Veterans Day conduct and observe an appropriate Veterans Day Assembly program of at least one class period that remembers and honors American veterans.

PROCESS AND LITERACY SKILLS

Process and Literacy Standard 1: Reading Skills. The student will develop and demonstrate social studies Common Core reading literacy skills.

A. Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

B. Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

C. Integration of Knowledge and Ideas

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
9. Compare and contrast treatments of the same topic in several primary and secondary sources.

D. Range of Reading and Level of Text Complexity

10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Process and Literacy Standard 2: Writing Skills. The student will develop and demonstrate Common Core social studies writing literacy skills.

A. Text Types and Purposes

1. Write arguments focused on discipline-specific content.
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- e. Provide a concluding statement or section that follows from or supports the argument presented.

2. Write informative/explanatory texts, including the narration of historic events, scientific procedures/experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

3. (See note; not applicable as a separate requirement)

B. Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

C. Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.

D. Range of Writing

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historic import.

CONTENT SKILLS

Content Standard 1: The student will analyze the transformation of the United States through its civil rights struggles, immigrant experiences, settlement of the American West, and the industrialization of American society in the Post-Reconstruction through the Progressive Eras, 1865 to 1900.

1. Cite specific textual and visual evidence to analyze the post-Reconstruction civil rights struggles.
 - A. Examine the purposes and effects of the *13th, 14th, and 15th Amendments*.
 - B. Assess the impact of the Black Codes, Jim Crow laws, and the actions of the Ku Klux Klan.
2. Integrate specific textual and visual evidence to analyze the impact of Westward Movement and immigration on migration, settlement patterns in American society, economic growth, and Native Americans.
 - A. Summarize the reasons for immigration, shifts in settlement patterns, and the immigrant experience including the *Chinese Exclusion Act*, the impact of Nativism, Americanization, and the immigrant experiences at Ellis Island.
 - B. Examine the rationale behind federal policies toward Native Americans including the establishment of reservations, attempts at assimilation, the end of the Indian Wars at Wounded Knee, and the impact of the *Daves Act* on tribal sovereignty and land ownership.
 - C. Compare the contrasting view points of Native American leadership’s resistance to United States Indian policies as evidenced by Red Cloud and his Cooper Union speech, Seattle, Quannah Parker, and Chief Joseph as expressed in his *I Will Fight No More Forever* speech.
3. Evaluate the impact of industrialization on the transformation of American society, economy, and politics.
 - A. Analyze the impact of leading industrialists as “robber barons” and as “philanthropists” including John D. Rockefeller and Andrew Carnegie and his *Gospel of Wealth* essay on American society.
 - B. Identify the impact of new inventions and industrial production methods including new technologies by Thomas Edison, Alexander G. Bell, and the Bessemer process.
 - C. Evaluate the contributions of muckrakers including Ida Tarbell and Upton Sinclair that changed government policies regarding child labor, working conditions, and the *Sherman Antitrust Act*.
 - D. Analyze major social reform movements including the Women’s Suffrage and Temperance Movement and their significant leaders including Susan B. Anthony, Alice Paul, and Jane Addams.
 - E. Evaluate the significance of the Labor Movement on the organization of workers including the impact of the Pullman strikes, the Haymarket Riot, and the leadership of Eugene V. Debs.
 - F. Evaluate the rise and reforms of the Progressive Movement including the
 1. Direct primary, initiative petition, referendum, and recall,
 2. Impact of William Jennings Bryan and his *Cross of Gold* speech on the political landscape, and
 3. Conservation of the environment under the leadership of Theodore Roosevelt.
 4. Analyze the series of events leading to and the effects of the *16th, 17th, 18th, 19th, and 21st Amendments* to the *United States Constitution*.
 - G. Assess and summarize changing race relations as exemplified in the *Plessy v. Ferguson* case.

H. Cite specific textual and visual evidence to compare and contrast early civil rights leadership including the viewpoints of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey in response to rising racial tensions, and the use of poll taxes and literacy tests to disenfranchise blacks and poor whites.

Content Standard 2: The student will analyze the expanding role of the United States in international affairs as America was transformed into a world power in the late 19th and early 20th centuries, 1890 to 1920.

1. Cite specific textual and visual evidence to evaluate the impact of American imperialism on international relations and explain its impact on developing nations.
 - A. Compare and contrast the economic, religious, social, and political rationales for American imperialism including the concept of “white man’s burden,” the annexation of Hawaii, the impact of Admiral Alfred T. Mahan, and the actions of the Anti-Imperialist League.
 - B. Assess the role of yellow journalism in inciting American desire to go to war with Spain.
 - C. Examine how the Spanish-American War resulted in the rise of the United States as a world power, and led to new territorial acquisitions and national insurrections in Cuba and the Philippines.
 - D. Compare and contrast the foreign policies of Presidents Theodore Roosevelt, William Howard Taft, and Woodrow Wilson including Big Stick Diplomacy, Dollar Diplomacy, Missionary Diplomacy the *Roosevelt Corollary*, military interventionism, and the territorial acquisition and construction of the Panama Canal.
2. Analyze and summarize the 1912 presidential election including the key personalities of President William Howard Taft, Theodore Roosevelt, Woodrow Wilson and Eugene V. Debs; the key issues of dealing with the trusts, the right of women to vote, and trade tariffs; and the impact of the “Bull Moose Party” on the outcome of the election.
3. Evaluate the long-term impact of America’s entry into World War I on national politics, the economy, and society.
 - A. Summarize the transformation of the United States from a position of neutrality to engagement in World War I including the *Zimmerman Note* and the threats to international trade caused by unrestricted submarine warfare.
 - B. Analyze the experiences of the war’s homefront including the use of propaganda, women’s increased role in industry, the marshaling of industrial production, the Great Migration, the institution of a draft, and the suppression of individual liberties resulting in the First Red Scare.

C. Cite specific textual and visual evidence to examine Wilson’s foreign policy as proposed in his *Fourteen Points* and the reasons for the nation’s return to isolationism including the rejection of the League of Nations.

Content Standard 3: The student will analyze the cycles of boom and bust of the 1920s and 1930s on the transformation of American government, the economy, and society.

1. Examine the economic, political, and social transformations between the World Wars.
 - A. Cite specific textual and visual evidence to describe modern forms of cultural expression including the Harlem Renaissance, the Jazz Age, and “talkies” (movies).
 - B. Describe the rising racial tensions in American society including the resurgence of the Ku Klux Klan, increased lynchings, race riots as typified by the Tulsa Race Riot, and the use of poll taxes and literacy tests to disenfranchise blacks and poor whites.
 - C. Examine growing labor unrest and industry’s reactions including the use of sit-down strikes and court injunctions, and why socialism and communism appealed to labor.
 - D. Describe the booming economy based upon access to and easy credit through installment buying of appliances and inventions of modern conveniences including the automobile.
 - E. Assess the impact of the *Indian Citizenship Act of 1924* upon the various Native American tribes.
2. Cite specific textual and visual evidence to analyze the effects of the destabilization of the American economy.
 - A. Identify causes contributing to an unstable economy including the overproduction of agriculture products, greater speculation and buying on margin in the Stock Market, and the government’s laissez-faire policy.
 - B. Examine the role of the Stock Market Crash and bank failures in weakening both the agricultural and manufacturing sectors of the economy leading to the Great Depression.
 - C. Analyze how President Herbert Hoover’s financial policies and massive unemployment as exemplified by the Bonus Army March and Hoovervilles impacted the presidential election of 1932.
 - D. Cite specific textual and visual evidence to compare points of view regarding the economic and social impact of the Great Depression on individuals, families, and the nation.
3. Analyze the impact of the New Deal in transforming the federal government’s role in domestic economic policies.
 - A. Assess changing viewpoints regarding the expanding role of government as expressed in President Franklin Roosevelt’s *First Inaugural Address* and the *Four Freedoms* speech.

- B. Examine how national policies addressed the economic crisis including deficit spending, Roosevelt's court packing plan, and the new federal agencies of the Social Security Administration, Federal Deposit Insurance Corporation, Works Progress Administration, and Tennessee Valley Authority.
- C. Cite specific textual and visual evidence to summarize the causes and impact of the Dust Bowl including the government's responses.

Content Standard 4: The student will analyze the United States role in international affairs by examining the major causes, events, and effects of the nation's involvement in World War II, 1933 to 1946.

1. Cite specific textual and visual evidence to examine the transformations in American society and government policy as the nation mobilized for entry into World War II.
 - A. Examine the roles of appeasement and isolationism in the United States' reluctance to respond to Fascist military aggression in Europe and Asia including the *Neutrality Acts* and the Lend-Lease program.
 - B. Evaluate the mobilization for war as stated in President Roosevelt's *Day Which Will Live in Infamy* speech including the role of women and minorities in the war effort, rationing, the internment of Japanese-Americans and the *Korematsu v. United States* decision, and the internment of Americans of German and Italian descent.
2. Cite specific textual and visual evidence to analyze the series of events affecting the outcome of World War II including major battles, military turning points, and key strategic decisions in both the European and Pacific Theaters of operation including Pearl Harbor, the D-Day Invasion, development and use of the atomic bomb, the island-hopping strategy, the Allied conference at Yalta, and the contributions of Generals MacArthur and Eisenhower.
3. Summarize American reactions to the events of the Holocaust resulting in United States participation in the Nuremberg Trials, which held Nazi leaders accountable for war crimes.

Content Standard 5: The student will analyze foreign and domestic policies during the Cold War, 1945 to 1975.

1. Cite specific textual and visual evidence to analyze the origins of international alliances and efforts at containment of Communism following World War II.

- A. Identify the origins of Cold War confrontations between the Soviet Union and the United States including the leadership of President Harry Truman, the postwar division of Berlin, the Berlin Blockade and Airlift, the fall of the Iron Curtain, and the Marshall Plan.
 - B. Describe the role of the United States in the formation of the United Nations, NATO and the resulting Warsaw Pact, and the dividing of the political world into the Western and Soviet spheres of influence.
 - C. Assess the impact and successes of the *Truman Doctrine* including the American military response to the invasion of South Korea.
 - D. Compare and contrast the domestic and international goals of President Kennedy's administration as expressed in his *Inaugural Address* to the subsequent building of the Berlin Wall, the Bay of Pigs Invasion, the Cuban Missile Crisis, and the establishment of the Peace Corps.
2. Cite specific textual and visual evidence to describe events which changed domestic policies during the Cold War and its aftermath.
 - A. Summarize the reasons for the public fear of communist influence within the United States and how politicians capitalized on these threats including the leadership of President Dwight D. Eisenhower, the Army-McCarthy hearings, the Second Red Scare, and the Rosenbergs' spy trials.
 - B. Examine the impact of the proliferation of nuclear weapons and the resulting nuclear arms race, the concept of brinkmanship, the doctrine of mutually assured destruction (MAD), and the launching of *Sputnik* and the space race.
 3. Cite specific textual and visual evidence to analyze the series of events and long term foreign and domestic consequences of the United States' military involvement in Vietnam including the Domino Theory, the *Gulf of Tonkin Resolution*, the Tet Offensive, the presidential election of 1968, university student protests, expanded television coverage of the war, the *War Powers Act*, and the *26th Amendment*.
 4. Cite specific textual and visual evidence to analyze the major events, personalities, tactics, and effects of the Civil Rights Movement.
 - A. Assess the effects of President Truman's decision to desegregate the United States armed forces, and the legal attacks on segregation by the NAACP and Thurgood Marshall, the United States Supreme Court decisions in the cases of Ada Lois Sipuel Fisher and George McLaurin, and the differences between *de jure* and *de facto* segregation.
 - B. Compare and contrast segregation policies of "separate but equal," disenfranchisement of African Americans through poll taxes, literacy tests, and violence; and the

sustained attempts to dismantle segregation including the *Brown v. Board of Education* decision, Rosa Parks and the Montgomery Bus Boycott, the desegregation of Little Rock Central High School, the Oklahoma City lunch counter sit-ins led by Clara Luper, the Freedom Rides, the March on Washington, the Birmingham church bombing, the adoption of the *24th Amendment*, the passage of the *Civil Rights Act of 1964* and the *Voting Rights Act of 1965*, the Selma to Montgomery marches, and the assassination of Dr. Martin Luther King, Jr.

- C. Compare and contrast the view points and the contributions of civil rights leaders and organizations linking them to events of the movement including Dr. Martin Luther King, Jr. and his *I Have a Dream* speech, Malcolm X, NAACP, SCLC, CORE, SNCC, and the tactics used at different times including civil disobedience, non-violent resistance, sit-ins, boycotts, marches, and voter registration drives.
- D. Evaluate the effects the Civil Rights Movement had on other contemporaneous social movements including the Women’s Liberation Movement, the United Farm Workers and César Chávez, and the American Indian Movement.
5. Cite specific textual and visual evidence to analyze the ongoing social and political transformations within the United States.
 - A. Summarize and examine the United States Supreme Court’s use of the incorporation doctrine in applying the *Bill of Rights* to the states, thereby securing and further defining individual rights and civil liberties.
 - B. Assess the lasting impact of President Lyndon Johnson’s civil rights initiatives, the war on poverty, and the Great Society.
 - C. Describe the goals and effectiveness of the Native American movement on tribal identity and sovereignty including the American Indian Movement (AIM), and the Siege at Wounded Knee.
 - D. Cite specific textual and visual evidence to compare and contrast the changing roles of women from the Post-war Era through the 1970s including the goals of the Women’s Liberation Movement, the National Organization of Women (NOW), the attempts to ratify the *Equal Rights Amendment* (ERA), and the United States Supreme Court’s ruling in *Roe v. Wade*.
 - E. Analyze the political and economic impact of President Nixon’s foreign policies including *détente* and the opening of China.
 - F. Evaluate the impact of the Watergate Scandal on executive powers including the role of the media, the *Pentagon Papers*, the first use of the *25th Amendment*, and President Ford’s decision to pardon former President Nixon.

Content Standard 6: The student will analyze the foreign and domestic policies in the contemporary era, 1977 to the present.

1. Cite specific textual and visual evidence to evaluate President Carter’s foreign policy in the Middle East including the *Camp David Accords*, the OPEC oil embargo, and the response to the 1979 Iranian hostage crisis.
2. Analyze the economic and political impact of President Reagan’s domestic and foreign policies including Reaganomics, the Iran-Contra Scandal, and Reagan’s *Tear Down This Wall* speech in West Berlin.
3. Summarize the series of events leading to the emergence of the United States as the sole superpower following the fall of the Berlin Wall, the reunification of Germany, and the collapse of the Soviet Empire.
4. Describe the goal of President H.W. Bush’s foreign policy in forming an international coalition to counter Iraqi aggression in the Persian Gulf.
5. Describe and evaluate the continuing global influence of the United States under the leadership of President Bill Clinton including NAFTA and the NATO interventions to restore stability to the former Yugoslav republics.
6. Evaluate the rise of terrorism and its impact on the United States including the 1995 bombing of the Murrah Federal Building, the first attack on the World Trade Center Towers in 1993, the attacks on September 11, 2001, the *PATRIOT ACT*, and the creation of the Department of Homeland Security.

***Content Standard 7: The student will examine contemporary challenges and successes in meeting the needs of the American citizen and society, 2002 to the present.**

1. Cite specific textual and visual evidence to assess the causes, conduct, and consequences of the United States led wars in Afghanistan and Iraq including President George W. Bush’s leadership, the efforts to counter and combat terrorism, and the impact of President Barack Obama’s election on the course of the wars.
2. Examine the ongoing issues of immigration, employment, climate change, environmental pollution, globalization, population growth, race relations, women’s issues, healthcare, civic engagement, education, and the rapid development of technology.

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