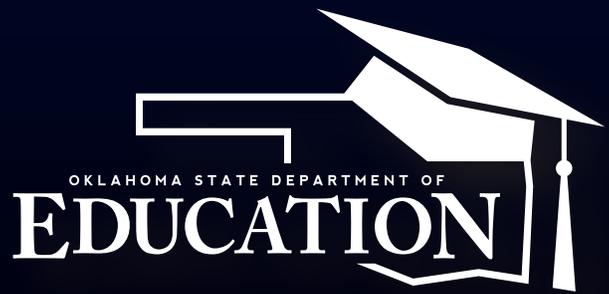


Oklahoma C³ Standards for the Social Studies

**THE FOUNDATION, FORMATION, AND TRANSFORMATION
OF THE AMERICAN SYSTEM**

PRE-KINDERGARTEN THROUGH HIGH SCHOOL



OKLAHOMA STATE BOARD OF EDUCATION
ADOPTED MARCH 29, 2012

CHAPTER 12

► High School OKLAHOMA HISTORY AND GOVERNMENT: *The Foundation, Formation, and Transformation of Oklahoma*

In Oklahoma History and Government, the student will examine the people and events that have formed and transformed the landscape and cultures of the place and peoples that have become Oklahoma. The student will examine important political and ideological movements, as well as economic, cultural, and political accomplishments of state, national, and world significance. The learning of Oklahoma History and Government should lead students to link Oklahoma’s history to local, national, and global contexts.

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.

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 describe the state’s geography and the historic foundations laid by Native American, European, and American cultures.

1. Integrate visual information to identify and describe the significant physical and human features including major trails, railway lines, waterways, cities, ecological regions, natural resources, highways, and landforms.
2. Summarize the accomplishments of prehistoric cultures including the Spiro Mound Builders.
3. Compare and contrast the goals and significance of early Spanish, French, and American expeditions including the impact of disease, interactions with Native Americans, and the arrival of the horse and new technologies.
4. Compare and contrast cultural perspectives of Native Americans and European Americans regarding land ownership and trading practices.

Content Standard 2: The student will evaluate the major political and economic events that transformed the land and its people prior to statehood.

1. Summarize and analyze the role of river transportation to early trade and mercantile settlements including Chouteau’s Trading Post at Three Forks.
2. Describe the major trading and peacekeeping goals of early military posts including Fort Gibson.
3. Integrate visual and textual evidence to explain the reasons for and trace the migrations of Native American peoples including the Five Tribes into present-day Oklahoma, the *Indian Removal Act of 1830*, and tribal resistance to the forced relocations.
4. Summarize the impact of the Civil War and Reconstruction Treaties on Native American peoples, territories, and tribal sovereignty including the
 - A. Required enrollment of the Freedmen,
 - B. Second Indian Removal and the role of the Buffalo Soldiers,
 - C. Significance of the Massacre at the Washita,
 - D. Reasons for the reservation system, and
 - E. Establishment of the western military posts of Fort Sill, Fort Supply, and Fort Reno.
5. Cite specific visual and textual evidence to assess the impact of the cattle and coal mining industries on the location of railroad lines, transportation routes, and the development of communities.
6. Analyze the influence of the idea of Manifest Destiny on the Boomer Movement including the official closing of the frontier in 1890.

7. Compare and contrast multiple points of view to evaluate the impact of the *Dawes Act* which resulted in the loss of tribal communal lands and the redistribution of lands by various means including land runs as typified by the Unassigned Lands and the Cherokee Outlet, lotteries, and tribal allotments.

Content Standard 3: The student will analyze the formation and development of constitutional government in Oklahoma.

1. Compare and contrast the development of governments among the Native American tribes, the movement for the state of Sequoyah, the proposal for an all-Black state, and the impact of the *Enabling Act* on single statehood.
2. Describe and summarize attempts to create a state constitution joining Indian and Oklahoma Territories including the impact of the Progressive and Labor Movements resulting in statehood on November 16, 1907.
3. Compare and contrast Oklahoma’s state government to the United States’ national system of government including the branches of government, their functions, and powers.
4. Describe the division, function, and sharing of powers among levels of government including city, county, tribal, and state.
5. Identify major sources of local and state revenues and the services provided including education, infrastructure, courts, and public safety.
6. Describe state constitutional provisions including the direct primary, initiative petition, referendum, and recall.

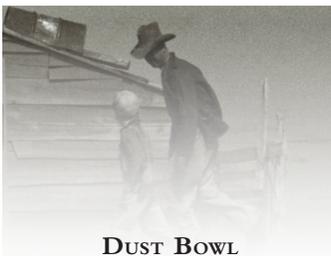
Content Standard 4: The student will examine the transformation of Oklahoma during times of boom and bust of the 1920s through the 1940s.

1. Compare and contrast the successes and failures of the United States policy of assimilation of the Native Americans in Oklahoma including the passage of the *Indian Citizenship Act of 1924* and the effects of the Indian boarding schools (1880s-1940s) upon Native Americans’ identity, culture, traditions, and tribal government and sovereignty.
2. Examine multiple points of view regarding the historic evolution of race relations in Oklahoma including *Senate Bill 1* establishing Jim Crow laws, the growth of all-Black towns, the Tulsa Race Riot, and the resurgence of the Ku Klux Klan.
3. Summarize the impact of the national Socialist movement and organized labor on various segments of Oklahoma society including agriculture, mining, and state politics.
4. Examine how the economic cycles of boom and bust of the oil industry affected major sectors of employment, mining, and the subsequent development of communities,

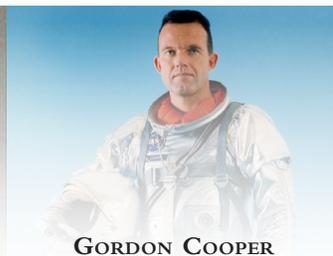
- as well as the role of entrepreneurs including J.J. McAlester, Frank Phillips, E.W. Marland, and Robert S. Kerr.
- Cite specific textual and visual evidence to evaluate the impact of the boom and bust cycle of Oklahoma's agricultural production as a response to the needs of World War I, and its effect as a precursor of the Great Depression.
 - Cite specific textual and visual evidence of the environmental conditions and the impact of human mismanagement of resources resulting in the Dust Bowl including the migration of the Okies, the national perceptions of Oklahomans as shaped by *The Grapes of Wrath*, and the New Deal policies regarding conservation of natural resources.
 - Describe the contributions of Oklahomans in 1920s and 1930s including Deep Deuce and African-American jazz musicians, Will Rogers's and Woody Guthrie's political and social commentaries, Wiley Post's aviation milestones, and the artwork of the Kiowa Six (formerly the Kiowa Five).
 - Summarize and analyze the impact of mobilization for World War II including the establishment of military bases and prisoner of war installations and the contributions of Oklahomans to the war effort including the Native American code talkers and the 45th Infantry Division.

Content Standard 5: The student will investigate how post-war social, political, and economic events continued to transform the state of Oklahoma during the 1950s through the present.

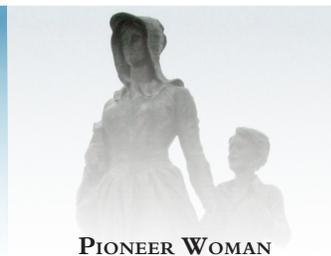
- Cite specific textual and visual evidence to evaluate the progress of race relations and actions of civil disobedience in the state including the
 - Judicial interpretation of the equal protection clause of the *14th Amendment* which ultimately resulted in the desegregation of public facilities, and public schools and universities,
 - Landmark Supreme Court cases of *Sipuel v. Board of Regents of the University of Oklahoma* (1948) and *McLaurin v. Oklahoma Board of Regents for Higher Education* (1950),
 - Lunch counter sit-ins organized by Clara Luper and the NAACP, and
 - Leadership of Governor Gary in the peaceful integration of the public common and higher education systems.
- Analyze the impact of economic growth in various sectors including the
 - Impact of rural to urban migration,
 - Development of water and timber resources,
 - Emergence of the tourism as an industry,
 - Discovery of new fossil fuel resources, Tulsa's designation as Oil Capital of the World, and the opening of the Anadarko Basin, and
 - Improvement of the state's transportation infrastructures and the Kerr-McClellan Navigation System.
- Cite specific textual and visual evidence to describe the artistic contributions of Oklahomans in the fields of music, art, literature, theater and dance including Ralph Ellison and the Five Indian Ballerinas as well as the perceptions of Oklahoma by the rest of the nation because of the musical *Oklahoma*.
- Summarize the impact of Oklahoma's leadership on state and national politics including the rise of viable two party elections, Governor Henry Bellmon, and United States Representative Carl Albert.
- Analyze the evolving relationship between state and tribal governments impacting tribal self-determination and control over Native American lands and resources including issues of joint jurisdiction, taxation, and gaming.
- Cite specific textual and visual evidence to analyze the oil and gas boom of the 1970s and the subsequent bust of the energy industry during the 1980s including the impact of the Penn Square Bank Collapse on the state's economy, employment, and banking.
- Describe the contemporary role the state's agriculture plays in feeding the nation and the world including the wheat, corn, cattle, pork, and chicken industries.
- Explain the leadership of Oklahoma and its people in the field of aeronautics including the Federal Aviation Administration, NASA space program, and the influence of weather research on national disaster preparedness.
- Examine major cultural and ethnic groups' contributions to the social and economic transformation of the modern state of Oklahoma.
- Cite specific textual and visual evidence to analyze the causes and effects of the domestic terrorist attack on the Murrah Federal Building in Oklahoma City including the responses of Oklahomans to the event, the concept of the "Oklahoma Standard" and the creation of the Oklahoma City National Memorial and Museum.



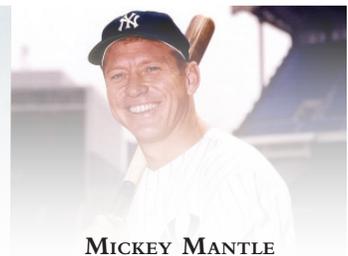
DUST BOWL



GORDON COOPER



PIONEER WOMAN



MICKEY MANTLE