

Instructional Timeframe:	Learning Goals		Suggested Learning Support
<p>Unit 1 Topic 2 Oklahoma's Early People</p> <p>5-7 Days</p>	<p>Overarching learning goals: The student will be able to:</p> <ol style="list-style-type: none"> 1. Compare the life of the Plains Village Farmers to that of the Caddoan Mound Builders. 2. Describe the religions, family life, and economy of the Wichitas. 		<p>Textbook Chapters 3 and 4 www.storyofoklahoma.com Oklahoma Council for the Social Studies Primary Sources OCSS Youtube Videos K20 Center Oklahoma History Lessons</p>
<p>Oklahoma Academic Standards</p>	<p>Content Standard 1: The student will describe the state's geography and the historic foundations laid by Native American, European, and American cultures. 2. Summarize the accomplishments of prehistoric cultures including the Spiro Mound Builders.</p>		
<p>Process and Literacy Skills</p>	<p>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. 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. Process and Literacy Standard 2: Writing Skills. The student will develop and demonstrate Common Core social studies writing literacy skills. 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 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.</p>		
<p>Possible Learning Activities</p>		<p>Possible Assessments</p>	<p>Essential Questions</p>
<p>The students can map the locations of the archaeological digs and early settlements and make predictions on how they lived based on the environment.</p>		<p>Textbook Chapter Assessments Focused Free Writes Anticipation Guides Question of the Day 4 Corners</p>	<p>1. How did the earliest inhabitants of Oklahoma make a living and what do we really know about them?</p>
<p>Academic Vocabulary/Concepts</p>		<p>Proficiency Scales</p>	
<p>Prehistoric Cultures</p>		<p>Coming Soon</p>	

Instructional Timeframe:	Learning Goals		Suggested Learning Support
<p>Unit 2 Topic 1 European and American Explorers</p> <p>5-7 Days</p>	<p>Overarching learning goals: The student will be able to:</p> <ol style="list-style-type: none"> 1. Compare the motivations for exploration among the Spanish and the French. 2. Contrast the relationships of the French and Spanish with the Indians. 3. Analyze the long-term impact of scientific and commercial expeditions on Oklahoma’s development. 		<p>Textbook Chapters 5-6 www.storyofoklahoma.com Oklahoma Council for the Social Studies Primary Sources OCSS Youtube Videos K20 Center Oklahoma History Lessons</p>
<p>Oklahoma Academic Standards</p>	<p>Content Standard 1: The student will describe the state’s geography and the historic foundations laid by Native American, European, and American cultures.</p> <ol style="list-style-type: none"> 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. <p>Content Standard 2: The student will evaluate the major political and economic events that transformed the land and its people prior to statehood.</p> <ol style="list-style-type: none"> 1. Summarize and analyze the role of river transportation to early trade and mercantile settlements including Chouteau’s Trading Post at Three Forks. 		
<p>Process and Literacy Skills</p>	<p>Process and Literacy Standard 1: Reading Skills. The student will develop and demonstrate social studies Common Core reading literacy skills.</p> <p>A. Key Ideas and Details</p> <ol style="list-style-type: none"> 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. <p>B. Craft and Structure</p> <ol style="list-style-type: none"> 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. <p>Process and Literacy Standard 2: Writing Skills. The student will develop and demonstrate Common Core social studies writing literacy skills.</p> <p>B. Production and Distribution of Writing</p> <ol style="list-style-type: none"> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience <p>D. Range of Writing</p> <ol style="list-style-type: none"> 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. 		
<p>Possible Learning Activities</p>		<p>Possible Assessments</p>	<p>Essential Questions</p>
<p>Students can map the various expeditions and write a short description of the resources and natural surroundings the explorers would have seen.</p>		<p>Textbook Chapter Assessments Focused Free Writes Anticipation Guides Question of the Day 4 Corners</p>	<p>How has exploration impacted Oklahoma and has it been all positive?</p>
<p>Academic Vocabulary/Concepts</p>		<p>Proficiency Scales</p>	
<p>Expeditions Mercantile</p>		<p>Coming Soon</p>	

Instructional Timeframe:	Learning Goals		Suggested Learning Support
<p>Unit 2 Topic 2 Southeast Indians and Indian Removal</p> <p>5-7 Days</p>	<p>Overarching learning goals: The student will be able to:</p> <ol style="list-style-type: none"> Describe the belief systems, social and political organizations, and warfare practices of the Southeastern Indians. Assess the changes that Indian societies made as a result of Euro-American contact and alliances. Analyze the problems that Oklahoma’s original peoples faced when emigrants arrived or were moved into Indian Territory. Trace the voluntary and forced removals of the Five Tribes and the routes they took. 		<p>Textbook Chapters 7-8 www.storyofoklahoma.com Oklahoma Council for the Social Studies Primary Sources OCSS Youtube Videos K20 Center Oklahoma History Lessons</p>
<p>Oklahoma Academic Standards</p>	<p>Content Standard 1: The student will describe the state’s geography and the historic foundations laid by Native American, European, and American cultures.</p> <ol style="list-style-type: none"> Compare and contrast cultural perspectives of Native Americans and European Americans regarding land ownership and trading practices. <p>Content Standard 2: The student will evaluate the major political and economic events that transformed the land and its people prior to statehood.</p> <ol style="list-style-type: none"> Summarize and analyze the role of river transportation to early trade and mercantile settlements including Chouteau’s Trading Post at Three Forks. Describe the major trading and peacekeeping goals of early military posts including Fort Gibson. 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 <i>Indian Removal Act of 1830</i>, and tribal resistance to the forced relocations. 		
<p>Process and Literacy Skills</p>	<p>Process and Literacy Standard 1: Reading Skills. The student will develop and demonstrate social studies Common Core reading literacy skills.</p> <p>A. Key Ideas and Details</p> <ol style="list-style-type: none"> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. 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. <p>B. Craft and Structure</p> <ol style="list-style-type: none"> 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. <p>Process and Literacy Standard 2: Writing Skills. The student will develop and demonstrate Common Core social studies writing literacy skills.</p> <p>B. Production and Distribution of Writing</p> <ol style="list-style-type: none"> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience <p>D. Range of Writing</p> <ol style="list-style-type: none"> 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. 		
<p>Possible Learning Activities</p>		<p>Possible Assessments</p>	<p>Essential Questions</p>
<p>The students can map the routes of Indian Removal. The students can read Worcester vs. Georgia and analyze whether the bias or prejudice involved in the court’s decision.</p>		<p>Textbook Chapter Assessments Focused Free Writes Anticipation Guides Question of the Day 4 Corners</p>	<p>1. What cultural differences between European/American cultures and American Indian cultures served as obstacles in the relationships among these groups?</p>
<p>Academic Vocabulary/Concepts</p>		<p>Proficiency Scales</p>	
<p>Indian Removal</p>		<p>Coming Soon</p>	

Instructional Timeframe:	Learning Goals	Suggested Learning Support
<p align="center">Unit 3</p> <p>The Development of Oklahoma</p> <p align="center">15 Days</p>	<p>Overarching learning goals: The student will be able to:</p> <ol style="list-style-type: none"> Describe the lifestyles of the Five Republics and the impact that missionaries had on the Indians. Assess the impact of the Civil War on the Five Tribes. Analyze the impact of the Reconstruction treaties on the Five Tribes. Evaluate the effect of the railroad on the social and commercial development of Indian Territory. Describe the difficulties that Plains Indians experienced in adjusting to life on reservations. Evaluate the federal government’s policies toward Plains Indians and describe the problems that resulted. Compare the lifestyles of Indian and slave cultures. 	<p>Textbook Chapters 9-13 www.storyofoklahoma.com Oklahoma Council for the Social Studies Primary Sources OCSS Youtube Videos K20 Center Oklahoma History Lessons</p>
<p align="center">Oklahoma Academic Standards</p>	<p>Content Standard 2: The student will evaluate the major political and economic events that transformed the land and its people prior to statehood.</p> <ol style="list-style-type: none"> Summarize the impact of the Civil War and Reconstruction Treaties on Native American peoples, territories, and tribal sovereignty including the <ol style="list-style-type: none"> Required enrollment of the Freedmen, Second Indian Removal and the role of the Buffalo Soldiers, Significance of the Massacre at the Washita, Reasons for the reservation system, and Establishment of the western military posts of Fort Sill, Fort Supply, and Fort Reno. 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. 	
<p align="center">Process and Literacy Skills</p>	<p>Process and Literacy Standard 1: Reading Skills. The student will develop and demonstrate social studies Common Core reading literacy skills.</p> <p>A. Key Ideas and Details</p> <ol style="list-style-type: none"> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. 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. <p>B. Craft and Structure</p> <ol style="list-style-type: none"> 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. <p>Process and Literacy Standard 2: Writing Skills. The student will develop and demonstrate Common Core social studies writing literacy skills.</p> <p>B. Production and Distribution of Writing</p> <ol style="list-style-type: none"> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience <p>D. Range of Writing</p> <ol style="list-style-type: none"> 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. 	
<p align="center">Possible Learning Activities</p>	<p align="center">Possible Assessments</p>	<p align="center">Essential Questions</p>
<p>Students can use primary sources to create a Venn diagram comparing the lifestyles of the different</p>	<p>Textbook Chapter Assessments Focused Free Writes</p>	<p><u>Essential Questions</u></p>



tribes in Indian Territory and use this to write a comparative essay	Anticipation Guides Question of the Day 4 Corners	<ol style="list-style-type: none"> 1. What repercussions did siding with the South bring for the Five Tribes? 2. What impact did the Indian Wars have on Indian Territory? 3. What impact do the government policies towards Plains Indians have?
Academic Vocabulary/Concepts	Proficiency Scales	
Removal Freedmen	Coming Soon	

Instructional Timeframe:	Learning Goals		Suggested Learning Support
<p>Unit 4 Topic 1</p> <p>Changes in the Territory</p> <p>5-7 Days</p>	<p>Overarching learning goals: The student will be able to:</p> <ol style="list-style-type: none"> 1. Analyze how railroad lines in Indian Territory sparked the commercial and industrial growth of the region. 2. Analyze how demands by non-Indians for more rights brought United States laws into the territory and eventually led to Statehood. 3. Describe how western Indian reservations became Oklahoma Territory. 4. Analyze the impact that religion had on early homesteaders and the formation of new communities. 		<p>Textbook Chapters 14-15 www.storyofoklahoma.com Oklahoma Council for the Social Studies Primary Sources OCSS Youtube Videos K20 Center Oklahoma History Lessons</p>
<p>Oklahoma Academic Standards</p>	<p>Content Standard 2: The student will evaluate the major political and economic events that transformed the land and its people prior to statehood.</p> <ol style="list-style-type: none"> 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 <i>Dawes Act</i> 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. 		
<p>Process and Literacy Skills</p>	<p>Process and Literacy Standard 1: Reading Skills. The student will develop and demonstrate social studies Common Core reading literacy skills.</p> <p>A. Key Ideas and Details</p> <ol style="list-style-type: none"> 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. <p>B. Craft and Structure</p> <ol style="list-style-type: none"> 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. <p>Process and Literacy Standard 2: Writing Skills. The student will develop and demonstrate Common Core social studies writing literacy skills.</p> <p>B. Production and Distribution of Writing</p> <ol style="list-style-type: none"> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience <p>D. Range of Writing</p> <ol style="list-style-type: none"> 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. 		
<p>Possible Learning Activities</p>		<p>Possible Assessments</p>	<p>Essential Questions</p>
<p>The students can write a persuasive speech for or against the Constitution's adoption.</p>		<p>Textbook Chapter Assessments Focused Free Writes Anticipation Guides Question of the Day 4 Corners</p>	<p><u>Essential Questions</u> 1.</p>
<p>Academic Vocabulary/Concepts</p>		<p>Proficiency Scales</p>	
<p>Reservation System Boomer/ Sooner Allotment Lottery Tribal Communal Lands</p>		<p>Coming Soon</p>	

Instructional Timeframe:	Learning Goals	Suggested Learning Support
<p>Unit 4 Topic 2 Statehood</p> <p>6-10 Days</p>	<p>Overarching learning goals: The student will be able to:</p> <ol style="list-style-type: none"> 1. Describe how tribal owned lands became fragmented into individual parcels and summarize the problems that resulted. 2. Analyze how the relationship between the Five Tribes and the US Government kept changing. 3. Describe how Indian Territory and Oklahoma Territory came together to become the 46th state with the nation’s most progressive constitution. 4. Describe how the end of Indian nation sovereignty in Oklahoma came about. 	<p>Textbook Chapters 16-17 Appendix I www.storyofoklahoma.com Oklahoma Council for the Social Studies Primary Sources OCSS Youtube Videos K20 Center Oklahoma History Lessons</p>
<p>Oklahoma Academic Standards</p>	<p>Content Standard 3: The student will analyze the formation and development of constitutional government in Oklahoma.</p> <ol style="list-style-type: none"> 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 <i>Enabling Act</i> 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 	
<p>Process and Literacy Skills</p>	<p>Process and Literacy Standard 1: Reading Skills. The student will develop and demonstrate social studies Common Core reading literacy skills.</p> <p>A. Key Ideas and Details</p> <ol style="list-style-type: none"> 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. <p>B. Craft and Structure</p> <ol style="list-style-type: none"> 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. <p>Process and Literacy Standard 2: Writing Skills. The student will develop and demonstrate Common Core social studies writing literacy skills.</p> <p>B. Production and Distribution of Writing</p> <ol style="list-style-type: none"> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience <p>D. Range of Writing</p> <ol style="list-style-type: none"> 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. 	
<p>Possible Learning Activities</p>	<p>Possible Assessments</p>	<p>Essential Questions</p>
<p>Students can use primary sources to create a Venn diagram comparing the lifestyles of the different tribes in Indian Territory and use this to write a comparative essay</p>	<p>Textbook Chapter Assessments Focused Free Writes Anticipation Guides Question of the Day</p>	<p>1. Why did Oklahoma Territory and Indian Territory support different political</p>



Academic Vocabulary/Concepts	Proficiency Scales	
Tribal Communal Lands Single Statehood State Constitution City Government County Government Tribal Government State Government Socialism	Coming Soon	parties? 2. To what extent did national Populist and Progressive political movements influence Oklahoma's constitution and early political life?

Instructional Timeframe:	Learning Goals	Suggested Learning Support
<p style="text-align: center;">Unit 5 Topic 1 Following Statehood</p> <p style="text-align: center;">5-7 Days</p>	<p>Overarching learning goals: The student will be able to:</p> <ol style="list-style-type: none"> 1. Analyze the causes for Oklahoma’s divisive and unstable politics during the state’s early years. 2. Assess the motives and actions of the Socialist party and describe the negative reactions to its pacifist platform during World War I. 3. Describe the reasons for the rise and fall of the Ku Klux Klan in Oklahoma in the 1920s. 4. Analyze causes for the economic boom in the cattle, cotton, wheat and oil production. 5. Assess the impact of the Tulsa Race Riot. 6. Compare and contrast the lives and accomplishment of Oklahoma’s women with those of the men. 	<p>Textbook Chapters 18-20 www.storyofoklahoma.com Oklahoma Council for the Social Studies Primary Sources OCSS Youtube Videos K20 Center Oklahoma History Lessons</p>
<p style="text-align: center;">Oklahoma Academic Standards</p>	<p>Content Standard 4: The student will examine the transformation of Oklahoma during times of boom and bust of the 1920s through the 1940s.</p> <ol style="list-style-type: none"> 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 <i>Indian Citizenship Act of 1924</i> 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 <i>Senate Bill 1</i> 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. 5. 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. 7. 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). 	
<p style="text-align: center;">Process and Literacy Skills</p>	<p>Process and Literacy Standard 1: Reading Skills. The student will develop and demonstrate social studies Common Core reading literacy skills.</p> <p>A. Key Ideas and Details</p> <ol style="list-style-type: none"> 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. <p>B. Craft and Structure</p> <ol style="list-style-type: none"> 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. <p>Process and Literacy Standard 2: Writing Skills. The student will develop and demonstrate Common Core social studies writing literacy skills.</p> <p>B. Production and Distribution of Writing</p> <ol style="list-style-type: none"> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience 	



	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.	
Possible Learning Activities	Possible Assessments	Essential Questions
The students can use primary source documents to analyze causes of the Tulsa Race Riot and create a newspaper story with a headline.	Textbook Chapter Assessments Focused Free Writes Anticipation Guides Question of the Day	1. To what extent did socialist ideology influence Oklahoma's people during the pre-World War I era? 2. What was the impact of World War I on Oklahoma? 3. What role did oil play in Oklahoma's early history?
Academic Vocabulary/Concepts	Proficiency Scales	
Socialism Race Riot Jazz Boom and Bust	Coming Soon	

Instructional Timeframe:	Learning Goals	Suggested Learning Support
<p>Unit 5 Topic 2 Great Depression and World War II</p> <p>5-7 Days</p>	<p>Overarching learning goals: The student will be able to:</p> <ol style="list-style-type: none"> 1. Analyze the causes for the Great Depression and reasons that it affected Oklahoma so much. 2. Describe the reasons that Oklahoma Indians rejected the Indian New Deal. 3. Assess the achievements of Robert S. Kerr as governor. 	<p>Textbook Chapter 21 www.storyofoklahoma.com Oklahoma Council for the Social Studies Primary Sources OCSS Youtube Videos K20 Center Oklahoma History Lessons</p>
<p>Oklahoma Academic Standards</p>	<p>Content Standard 4: The student will examine the transformation of Oklahoma during times of boom and bust of the 1920s through the 1940s.</p> <ol style="list-style-type: none"> 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. 5. 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. 6. 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 <i>The Grapes of Wrath</i>, and the New Deal policies regarding conservation of natural resources. 7. 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). 8. 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. 	
<p>Process and Literacy Skills</p>	<p>Process and Literacy Standard 1: Reading Skills. The student will develop and demonstrate social studies Common Core reading literacy skills.</p> <p>A. Key Ideas and Details</p> <ol style="list-style-type: none"> 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. <p>B. Craft and Structure</p> <ol style="list-style-type: none"> 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. <p>Process and Literacy Standard 2: Writing Skills. The student will develop and demonstrate Common Core social studies writing literacy skills.</p> <p>B. Production and Distribution of Writing</p> <ol style="list-style-type: none"> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience <p>D. Range of Writing</p> <ol style="list-style-type: none"> 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. 	
<p>Possible Learning Activities</p>	<p>Possible Assessments</p>	<p>Essential Questions</p>
<p>The students can conduct research and use primary source documents to create a poster depicting the causes and effects of the Great Depression on Oklahoma.</p>	<p>Textbook Chapter Assessments Focused Free Writes Anticipation Guides Question of the Day</p>	<ol style="list-style-type: none"> 1. What were the causes and effects of the Great Depression and how are they related to the Dust Bowl?

9th Grade – Oklahoma History



Academic Vocabulary/Concepts	Proficiency Scales	
Boom and Bust Economic Depression Migration Okies New Deal	Coming Soon	2. What was the “Okie” experience? 3. What impact did World War II have on Oklahoma



Instructional Timeframe:	Learning Goals	Suggested Learning Support
<p style="text-align: center;">Unit 6 Mature Oklahoma 10-12 Days</p>	<p>Overarching learning goals: The student will be able to:</p> <ol style="list-style-type: none"> 1. Describe how a new breed of politicians developed to lead Oklahoma. 2. Analyze the impact, both positive and negative, of government programs to limit production of oil and agriculture. 3. Describe how the national civil rights movement affected the integration of Oklahoma’s schools and other public places. 4. Describe the economic development and social change in the suburbs of Oklahoma City and Tulsa after World War II and assess their impact on the rest of the state. 	<p>Textbook Chapters 22-24 www.storyofoklahoma.com Oklahoma Council for the Social Studies Primary Sources OCSS Youtube Videos K20 Center Oklahoma History Lessons</p>
<p style="text-align: center;">Oklahoma Academic Standards</p>	<p>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.</p> <ol style="list-style-type: none"> 1. Cite specific textual and visual evidence to evaluate the progress of race relations and actions of civil disobedience in the state including the <ol style="list-style-type: none"> A. Judicial interpretation of the equal protection clause of the <i>14th Amendment</i> which ultimately resulted in the desegregation of public facilities, and public schools and universities, B. Landmark Supreme Court cases of <i>Sipuel v. Board of Regents of the University of Oklahoma</i> (1948) and <i>McLaurin v. Oklahoma Board of Regents for Higher Education</i> (1950), C. Lunch counter sit-ins organized by Clara Luper and the NAACP, and D. Leadership of Governor Gary in the peaceful integration of the public common and higher education systems. 2. Analyze the impact of economic growth in various sectors including the <ol style="list-style-type: none"> A. Impact of rural to urban migration, B. Development of water and timber resources, C. Emergence of the tourism as an industry, D. Discovery of new fossil fuel resources, Tulsa’s designation as Oil Capital of the World, and the opening of the Anadarko Basin, and E. Improvement of the state’s transportation infrastructures and the McClellan-Kerr Arkansas River Navigation System. 4. 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. 5. 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. 6. 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. 7. 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. 	
<p style="text-align: center;">Process and Literacy Skills</p>	<p>Process and Literacy Standard 1: Reading Skills. The student will develop and demonstrate social studies Common Core reading literacy skills.</p> <p>A. Key Ideas and Details</p> <ol style="list-style-type: none"> 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. <p>B. Craft and Structure</p>	



	<p>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.</p> <p>Process and Literacy Standard 2: Writing Skills. The student will develop and demonstrate Common Core social studies writing literacy skills.</p> <p>B. Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>D. Range of Writing</p> <p>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.</p>	
Possible Learning Activities	Possible Assessments	Essential Questions
<p>The students can create a timeline for either politics, economic or social events in Oklahoma and make a presentation on how Oklahoma has changed over time since World War II and predict where Oklahoma will go next in that area.</p> <p>Students can research and compare/contrast Oklahoma's experience with desegregation to that of the rest of the South.</p>	<p>Textbook Chapter Assessments Focused Free Writes Anticipation Guides Question of the Day</p>	<ol style="list-style-type: none"> 1. What are the major economic and political developments in Oklahoma since World War II? 2. What impact did the Civil Rights movement have on Oklahoma? 3. What might the future hold for Oklahoma?
Academic Vocabulary/Concepts	Proficiency Scales	
<p>Civil Disobedience Equal Protection Desegregation Lunch Counter Sit-Ins Self- Determination Joint Jurisdiction</p>	<p>Coming Soon</p>	