

Clairmont Press, Inc.
Oklahoma: Our History Our Home
2020 CORRELATIONS WITH
OKLAHOMA ACADEMIC STANDARDS FOR SOCIAL STUDIES
Oklahoma History (OKH)

SE= Student Edition
TWE = Teacher Wraparound Edition
WB = Workbook

SOCIAL STUDIES PRACTICES PK-12

1. **Engage in the Democratic Processes** – Students will understand the principles of government, the benefits of democratic systems, and their responsibilities as citizens.
 - 1.A. Students will demonstrate an understanding of the virtues that citizens should use when interacting with each other and the virtues that guide official government institutions.

SE 310-316, 362-363, 406-418, 436-437, 463, 490-511
TWE 99, 163, 174, 282, 310-316, 324-332, 337, 362-363, 406-418, 436, 437, 490-511
WB 77, 101, 157, 223, 255-258
 - 1.B. Students will demonstrate an understanding of the important institutions of their society and the principles that these institutions are intended to reflect.

SE 135, 310-316, 324-332, 362-363, 463, 490-511
TWE 99, 135, 161, 163, 282, 310-316, 324-332, 362-363, 490-511
WB 77, 101, 157, 168, 223, 255-258
 - 1.C. Students will demonstrate understanding of the processes and rules by which groups of people make decisions, govern themselves, and address public problems.

SE 135, 310-316, 324-332, 362-363, 406-418, 463, 490-511
TWE 99, 135, 161, 163, 210, 310-316, 324-332, 362-363, 406-418, 419, 490-511
WB 77, 101, 157, 168, 200, 213, 214, 223, 255-258
2. **Analyze and Address Authentic Civic Issues** – Students will determine the kinds of sources that will be helpful in answering essential, compelling, and supporting questions addressing authentic civic issues.
 - 2.A. Students will demonstrate the capability for developing essential, compelling, and supporting questions that address authentic civic issues.

SE 167, 347, 405, 406-418, 431, 489
TWE 32, 258, 402, 406-418, 421, 427, 437, 441, 442, 446, 460, 484, 495, 506, 508
WB 184, 209
 - 2.B. Students will demonstrate the ability to investigate problems taking into consideration multiple points of view represented in arguments, structure of an explanation, and other sources.

SE 63, 209
TWE 106, 219, 258, 259, 262, 263, 314, 365, 386, 483

3. **Acquire, Apply, and Evaluate Evidence** – Students will utilize interdisciplinary tools and master the basic concepts of the social studies in order to acquire and apply content understanding in all related fields of study.

3.A. Students will develop skills and practices which demonstrate an understanding that historical inquiry is based on the analysis and evaluation of evidence and its credibility.

SE 41, 63, 67, 91, 117, 145, 171, 209, 213, 239, 269, 293, 297, 323, 351, 381, 409, 435, 493

TWE 39, 41, 45, 48, 49, 52, 54, 67, 69, 73, 74, 84, 91, 94, 95, 97, 117, 122, 132, 134, 145, 165, 173, 194, 213, 351, 409, 435, 493

WB 18, 19, 30-31, 33, 43, 47, 61, 63, 74, 75, 100, 102, 103, 170, 196, 211

3.B. Students will demonstrate an understanding of geographic concepts and develop mastery of geographic tools and ways of thinking in order to become geographically informed.

SE 2-37, 44, 50, 63, 72, 75, 76, 87, 93, 96, 101, 104, 113, 120, 124, 134, 138, 159, 167, 174, 179, 193, 194, 195, 201, 209, 224, 227, 235, 241, 250, 254, 255, 265, 283, 286, 288, 290, 303, 319, 327, 347, 370, 377, 396, 397, 405, 414, 422, 424-425, 431, 447, 495, 507

TWE 2-37, 44, 50, 51, 68, 72, 75, 76, 80, 81, 82, 89, 93, 96, 101, 103, 104, 109, 110, 119, 120, 121, 124, 125, 134, 136, 138, 155, 156, 159, 162, 174, 177, 178, 179, 182, 183, 194, 195, 197, 201, 227, 250, 255, 256, 267, 273, 279, 283, 290, 299, 325, 331, 335, 340, 342, 356, 360, 370, 385, 396, 397, 400, 412, 414, 420, 422, 423, 424, 425, 428, 447, 449, 471, 507

WB 1-7, 15, 32, 44, 57, 87, 89, 113, 117, 127, 141, 143, 154, 169, 195, 240

3.C. Students will analyze the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings.

SE 86, 181, 319, 420-423, 426-427, 438, 447, 450-457, 511

TWE 18, 35, 57, 115, 116, 165, 181, 182, 271, 275, 335, 349, 355, 365, 367, 400, 420-423, 426, 438, 447, 450-457, 484, 495, 508

WB 130, 180

4. **Read Critically and Interpret Informational Sources** – Students will engage in critical, active reading of grade-level appropriate primary and secondary sources related to key social studies concepts, including frequent analysis and interpretation of informational sources.

4.A. Students will comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies.

SE 139, 141, 181, 200, 405, 431

TWE 74-75, 127, 181, 384, 412, 417

WB 27-28, 29, 44, 60, 76, 142, 185, 226-227, 245-246

- 4.B. Students will apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts from historical, ethnic, and global perspectives.
 SE 139, 141, 181, 200, 405, 431
 TWE 74-75, 127, 181, 384, 412, 417
 WB 27-28, 29, 44, 60, 76, 142, 185, 226-227, 245-246
5. **Engage in Evidence-Based Writing** – Students will apply effective communication skills by developing a variety of evidence-based written products designed for multiple purposes and tasks, in order to demonstrate their understandings of social studies concepts, ideas, and content.
- 5.A. Students will summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content.
 SE 87, 187, 209, 235, 319, 347, 373, 431, 463
 TWE 10, 11, 13, 18, 20, 60, 67, 69, 70, 74, 89, 101, 113, 120, 129, 132, 135, 141, 144, 145, 146, 147, 148, 153, 156, 158, 160, 161, 170, 173, 176, 179, 180, 182, 193, 194, 196, 197, 198, 202, 203, 204, 207, 215, 216, 217, 224, 230, 238, 240, 244, 251, 260, 284, 287, 326, 332, 366, 373, 374, 375, 383, 385, 386, 387, 388, 392, 393, 399, 401, 402, 403, 407, 411, 428
 WB 210
- 5.B. Students will engage in authentic inquiry to acquire, refine, and share knowledge through written presentations related to social studies.
 SE 87, 265, 293, 347, 373, 405, 431, 463, 511
 TWE 4, 9, 10, 11, 13, 16, 17, 18, 20, 21, 52, 57, 59, 65, 69, 74, 83, 84, 101, 102, 106, 111, 115, 128, 135, 147, 148, 154, 157, 158, 160, 164, 172, 175, 179, 180, 183, 194, 196, 199, 200, 204, 210, 211, 215, 216, 217, 219, 222, 224, 229, 238, 240, 243, 244, 245, 247, 253, 262, 274, 301, 325, 328, 329, 330, 338, 358, 365, 383, 384, 388, 390, 402, 411, 413, 416, 442, 468, 472, 474, 481, 491, 499
 WB 182, 210

OKLAHOMA HISTORY CONTENT STANDARDS

OKH.1 The student will describe the state’s geography and the historic foundations laid by American Indian, European, and American cultures.

OKH.1.1 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.

- SE/TWE 8-31, 99, 109, 177-183, 214-215, 250-251, 254-256, 339-340, 360-361, 395, 400, 402
 WB 4, 5

Major trails

- SE/TWE 99, 109, 177-182, 250-251

Railway lines

SE/TWE 182-183, 214-215, 254-256

Waterways

SE/TWE 19, 28-31

WB 5

Cities

TWE 14, 16, 17, 18, 19, 21

Ecological Regions

SE/TWE 10-22, 24-25

WB 4

Natural resources

SE/TWE 9, 11, 12, 14, 15, 17, 18, 19, 20, 23-31

Highways

SE/TWE 339-340, 360-361, 395, 400, 402

Landforms

SE/TWE 8-9, 10-22

WB 4

OKH.1.2 Summarize the accomplishments of pre-contact cultures including the Spiro Mound Builders.

SE/TWE 39-55

WB 12, 13, 15, 16, 17

Spiro Mound Builders

SE/TWE 39, 52-54, 55

WB 15, 16

OKH.1.3 Compare the goals and significance of early Spanish, French, and American interactions with American Indians, including trade, the impact of disease, the arrival of the horse, and new technologies.

SE/TWE 56-59, 70-85, 101-107

WB 22-23, 24, 25-26, 27, 37

Early Spanish interactions with American Indians

SE/TWE 56-58, 59, 70-71, 72-77

WB 22-23, 25-26, 27

Early French interactions with American Indians

SE/TWE 77-81

WB 24, 25-26, 27

Early American interactions with American Indians

SE/TWE 101-107

WB 37

Trade

SE/TWE 52-53, 57, 59, 77-81, 82-85,

Impact of disease

SE/TWE 73, 84-85

Arrival of the horse and new technologies

SE/TWE 56-59, 82-83

OKH.1.4 Compare cultural perspectives of American Indians and European Americans regarding land ownership, structure of self-government, religion, and trading practices.

SE/TWE 52, 53, 57, 59, 68, 70, 72, 77, 79-80, 82, 83, 85, 92-99, 109

Land ownership

SE/TWE 95-96, 98, 99

Structure of self-government

SE/TWE 54, 60, 81, 94-99, 101-102

Religion

SE/TWE 53, 58, 60, 74, 75, 76-77, 85, 92

Trading practices

SE/TWE 52, 53, 57, 59, 68, 70, 72, 77, 79-80, 82, 83, 85, 92-94, 96-97, 99, 109

OKH.2 The student will evaluate the major political and economic events that transformed the land and its people from early contact through Indian Removal and its aftermath.

OKH.2.1 Summarize and analyze the role of river transportation to early trade and mercantile settlements including Chouteau's Trading Post at Three Forks.

SE/TWE 107-109, 110-111, 176-177

WB 38

OKH.2.2 Describe the major trading and peacekeeping goals of early military posts including Fort Gibson.

SE/TWE 123-124, 146-148

WB 57

OKH.2.3 Analyze the motivations for removal of American Indians and the passage of the Indian Removal Act of 1830; trace the forced removal of American Indian nations, including the impact on the tribal nations removed to present-day Oklahoma and tribal resistance to the forced relocations.

SE/TWE 120-123, 130, 132-139, 153-165

WB 44, 45, 46, 47, 48, 49, 50

Motivations for removal of American Indians and the passage of the Indian Removal Act of 1830

SE/TWE 130

WB 47

Forced removal of American Indian nations including the impact on the tribal nations removed to present-day Oklahoma

SE/TWE 130, 132-139

Tribal resistance to the forced relocations

SE/TWE 133, 135-136, 137, 139

OKH.2.4 Describe the consequences of Indian Removal on intertribal relationships with western nations, such as the Osage, Comanche, Kiowa, Cheyenne and Arapaho.

SE/TWE 130, 133, 139, 142, 146-149

OKH.3 The student will evaluate the major political and economic events that transformed the land and its people from the outbreak of the Civil War through allotment and land openings.

OKH.3.1 Summarize the impact of the Civil War and Reconstruction Treaties on American Indian peoples, territories, and tribal sovereignty including:

A. required enrollment of the Freedmen

SE/TWE 215-216, 244-245

B. Second Indian Removal

SE/TWE 215, 216, 231-233

WB 89

C. significance of the Massacre at the Washita

SE/TWE 222-224

WB 88

D. reasons for the reservation system and the controversy regarding the reservation system as opposed to tribal lands

SE/TWE 219, 220, 222, 224, 228, 230

E. establishment of the western military posts including the role of the Buffalo Soldiers

SE/TWE 222-223, 224-225, 231

WB 86

F. construction of railroads through Indian Territory

SE/TW 182-183, 255-256

OKH.3.2 Assess the impact of the cattle and coal mining industries on the location of railroad lines, transportation routes, and the development of communities.

SE/TWE 246-251, 254-257, 298-301

WB 67, 68, 69-70, 96, 98, 99, 107, 118

OKH.3.3 Analyze the influence of the idea of Manifest Destiny on the Boomer Movement.

SE/TWE 99, 173-174, 273-274

OKH.3.4 Compare multiple points of view to evaluate the impact of the Dawes Act (General Allotment Act) which resulted in the loss of tribal communal lands through a transfer to individual property and the redistribution of lands, including the Unassigned Lands and the Cherokee Outlet, by various means.

SE/TWE 270-280, 285-290

WB 90, 108, 109

Unassigned Lands

SE/TWE 273, 274, 275, 277-280

WB 90, 109
Cherokee Outlet
SE/TWE 286-288
WB 90, 109

OKH.3.5 Explain how American Indian nations lost control over tribal identity and citizenship through congressional action, including the Indian Reorganization Act.
SE/TWE 270-275

OKH.4 The student will analyze the formation of constitutional government in Oklahoma.

OKH.4.1 Compare the governments among the American Indian nations and the movement for the state of Sequoyah.

SE/TWE 153, 156-160, 163-164, 240-243, 309
WB 59, 60

The governments among the American Indian nations

SE/TWE 153, 156-160, 163-164, 240-243
WB 59, 60

The movement for the state of Sequoyah

SE/TWE 309

OKH.4.2 Describe the proposal for an all-black state advocated by Edward McCabe.
SE/TWE 280

OKH.4.3 Explain the impact of the Enabling Act on single statehood.

SE/TWE 309-311
WB 112

OKH.4.4 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.

SE/TWE 310-316
WB 120

OKH.4.5 Compare Oklahoma's state government to the United States' national system of government including the branches of government, their functions, and powers.

SE/TWE 312-313, 494-503

OKH.4.6 Describe the division, function, and sharing of powers among levels of government including city, county, state and tribal.

SE/TWE 458-459, 494-503, 506-509
WB 198, 199, 200, 201, 202

City government

SE/TWE 508-509
WB 202
County government
SE/TWE 506-508
WB 200, 201
State government
SE/TWE 494-503
WB 198, 199
Tribal government
SE/TWE 458-459, 502

OKH.4.7 Identify major sources of local and state revenues and the services provided including education, health and human services, transportation, courts, corrections, and public safety.

SE/TWE 492, 497, 500-503, 507-509

OKH.4.8 Describe state constitutional provisions including the direct primary, initiative petition, referendum, and recall.

SE/TWE 311, 313, 492, 494

OKH.5 The student will examine [the] Oklahoma’s political, social, cultural, and economic transformation during the early decades following statehood.

OKH.5.1 Examine the policies of the United States and their effects on American Indian identity, culture, economy, tribal government and sovereignty including:

A. passage of the Indian Citizenship Act of 1924

SE/TWE 345, 351

B. effects of the federal policy of assimilation including Indian boarding schools (1880s-1940s)

SE/TWE 227, 241, 243, 245

WB 97

C. authority to select tribal leaders as opposed to appointment by the federal government

SE/TWE 270-272

D. exploitation of American Indian resources, lands, trust accounts, head rights, and guardianship as required by the Bureau of Indian Affairs.

SE/TWE 339, 356

OKH.5.2 Examine multiple points of view regarding the evolution of race relations in Oklahoma including:

A. growth of all-black towns (1865-1920)

SE/TWE 244-245, 280

WB 118

B. passage of Senate Bill 1 establishing Jim Crow Laws

SE/TWE 314, 326-327, 328, 332

WB 121

C. rise of the Ku Klux Klan

SE/TWE 353

- D. emergence of “Black Wall Street” in the Greenwood District
SE/TWE 327, 355
- E. causes of the Tulsa Race Riot and its continued social and economic impact
SE/TWE 354-355
- F. the role labels play in understanding historic events, for example “riot” versus “massacre.”
SE/TWE 354-355

OKH.5.3 Analyze how various segments of Oklahoma society including agriculture, mining, and state politics were influenced by the organized labor and socialist movements.
SE/TWE 327-329, 343

OKH.5.4 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, and the designation of Tulsa as the “Oil Capital of the World.”
SE/TWE 256-257, 337-339, 355-357, 372, 399, 425, 496
WB 140

J. J. McAlester
SE/TWE 256, 257

Frank Phillips
SE/TWE 337, 355

E. W. Marland
SE/TWE 355, 372
WB 140

Robert S. Kerr
SE/TWE 399, 425, 496
“Oil Capital of the World”
SE/TWE 335-336

OKH.5.5 Evaluate the impact of the boom and bust cycle of Oklahoma’s agricultural production due to mechanization and the needs of World War I, including its effect as a precursor of the Great Depression.
SE/TWE 344, 353

OKH.5.6 Analyze W. H. “Alfalfa Bill” Murray’s response to the conditions created by the Great Depression.
SE/TWE 366

OKH.5.7 Describe the impact of environmental conditions and human mismanagement of resources resulting in the Dust Bowl and the migration of the “Okies,” the national perceptions of Oklahomans, and the New Deal policies regarding conservation of natural resources.
SE/TWE 24, 367, 370-373
WB 141, 142, 143, 144

Dust Bowl

SE/TWE 24, 370-371

WB 143, 144

Migration of “Okies” and the national perceptions of Oklahomans

SE/TWE 371

New Deal policies regarding conservation of natural resources

SE/TWE 367, 372-373

OKH.5.8 Describe the contributions of Oklahomans including African-American jazz musicians, the political and social commentaries of Will Rogers and Woody Guthrie, Wiley Post’s aviation milestones, and the artwork of the Kiowa Six.

SE/TWE 358-363, 369, 371-374

WB 145

African-American jazz musicians

SE/TWE 373-374

Political and social commentaries of Will Rogers

SE/TWE 361, 362, 372

WB 145

Political and social commentaries of Woody Guthrie

SE/TWE 371

Wiley Post’s aviation milestones

SE/TWE 358, 372

Artwork of the Kiowa Six

SE/TWE 369

OKH.5.9 Summarize and analyze the impact of mobilization for World War II including the establishment of military bases, prisoner of war installations, and the contributions of Oklahomans to the war effort including the American Indian code talkers and the 45th Infantry Division.

SE/TWE 382-390

WB 151, 152, 153

Establishment of military bases and prisoner of war installations

SE/TWE 385-387, 388

WB 151, 152, 153

Contributions of Oklahomans to the war effort

SE/TWE 387-388, 389

WB 152

American Indian code talkers

SE/TWE 388

45th Infantry Division

SE/TWE 387

OKH.6 The student will investigate how post-war social, political, and economic events continued to transform the state of Oklahoma from the 1950s through the present.

OKH.6.1 Evaluate the progress of race relations and actions of civil disobedience in the state including:

- A. 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
 - SE/TWE 411-412
 - WB 163, 164
- B. 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)
 - SE/TWE 398
 - WB 156, 164
- C. lunch counter sit-ins organized by Clara Luper and the NAACP
 - SE/TWE 402, 411-412
 - WB 164
- D. leadership of Governor Gary in the peaceful integration of the public common and higher education systems.
 - SE/TWE 400, 402
 - WB 164

OKH.6.2 Analyze the impact of economic growth in various sectors including:

- A. impact of rural to urban migration
 - SE/TWE 353, 364, 393-394
- B. development of wind, water, and timber resources
 - SE/TWE 19, 20, 24-25, 28-31
- C. continuing role of agriculture
 - SE/TWE 393, 422-423, 455
- D. emergence of tourism as an industry
 - SE/TWE 466, 467-482
 - WB 186, 187, 188, 189, 190
- E. development of the aerospace and aviation industry including the FAA and the influence of weather research on national disaster preparedness
 - SE/TWE 34-35, 357-360, 402-403, 427-428, 447, 451-452
- F. oil and gas boom and bust, including the discovery of new fossil fuel resources.
 - SE/TWE 9, 26, 256-257, 335-339, 355-356, 420-421
- G. improvement of the state's transportation infrastructures, such as the interstate highway system and the McClellan-Kerr Arkansas River Navigation System.
 - SE/TWE 19, 254-256, 339-340, 360-361, 395, 400, 402, 424-425, 455
 - WB 157

OKH.6.3 Describe the artistic contributions of Oklahomans in the fields of music, art, literature, theater, and dance such as Ralph Ellison and the Five Indian Ballerinas.

- SE/TWE 373-374, 394-395, 428-429, 459-460
- WB 169, 187

Ralph Ellison
SE/TWE 374
Five Indian Ballerinas
SE/TWE 375

OKH.6.4 Summarize the impact of Oklahomans' leadership on state and national politics including political realignment.

SE/TWE 401, 410, 436, 440-441, 496
WB 173

OKH.6.5 Analyze the evolving relationship between state and tribal governments impacting tribal self-determination and control over American Indian lands and resources including issues of jurisdiction, taxation, and gaming.

SE/TWE 417-418, 458-459

OKH.6.6 Examine the migrations of major cultural and ethnic groups, including Asians, African Americans, American Indians, and Latinos to the state of Oklahoma and their impact on the social and economic transformation of the modern state of Oklahoma.

SE/TWE 458, 469-470, 483-486
WB 191, 194

OKH.6.7 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 act, concept of the "Oklahoma Standard" and the creation of the Oklahoma City National Memorial and Museum.

SE/TWE 443-445
WB 175

OKH.6.8 Describe the changing perceptions, both internal and external, of the state and its citizens, as reflected in the *Grapes of Wrath*, the musical *Oklahoma!*, Route 66, and the professional basketball team the Oklahoma City Thunder.

SE/TWE 360-361, 371, 391, 460, 472

The Grapes of Wrath

SE/TWE 371

Musical *Oklahoma*

SE/TWE 391

Route 66

SE/TWE 360-361, 371, 472

Oklahoma City Thunder

SE/TWE 460

OKH.6.9 Examine ongoing issues including immigration, criminal justice reform, employment, environmental issues, race relations, civic engagement, and education.

SE/TWE 394, 398, 402, 410-412, 422, 423, 426, 438, 440-441, 450, 451, 471, 484-485, 487