

**PROCESS OBJECTIVES****1<sup>st</sup> 9 Weeks**

1. Identify, analyze, and interpret primary and secondary sources (e.g., artifacts, diaries, letters, art, music, literature, photographs, documents, newspapers, and contemporary media). (1.1)
2. Identify, evaluate, and explain the relationships between the geography of Oklahoma and its historical development by using different kinds of maps, graphs, charts, diagrams, and other representations such as photographs, satellite-produced images, and computer-based technologies. (1.2)
3. Interpret information from a broad selection of research materials (e.g., encyclopedias, almanacs, dictionaries, atlases, and cartoons). (1.3)
4. Construct and examine timelines of Oklahoma history (e.g., removal and relocation of Native American groups, economic cycles, immigration patterns, and the results of redistricting and statewide elections). (1.4)

**CONTENT OBJECTIVES**

1. Locate the significant physical and human features of the state on a map (e.g., major waterways, cities, natural resources, military installations, major highways, mountain ranges, and other geographic features and landforms). (6.1)
2. Trace the movement of other North American peoples into present-day Oklahoma, including the Five Tribes, Plains Tribes, and Eastern Tribes. (3.2)
3. Identify and describe significant phases of prehistoric cultures, including the Paleo Indians (Clovis points), Archaic Indians (Folsom points), the Mound Builders, and the Plains Tribes. (3.1)
4. Compare/contrast cultural perspectives (e.g., land ownership & use, agricultural methods, production/distribution of commodities, and trading practices) of Native Americans and Europeans, including a focus on traditions of Oklahoma's indigenous tribes and the Southeastern tribes. (3.3a)
5. Explain the significance of early Spanish and French expeditions (e.g., Coronado, Oñate, and LaHarpe). (2.1)
6. Evaluate the lasting impact of American exploration, including the Pike, Wilkinson, and Long expeditions. (2.2)
7. Analyze the impact of territorial claims on the development of the state of Oklahoma, including the Louisiana Purchase and Adams-Onís Treaty. (2.3)
8. Analyze tribal alliances, river transportation, and the fur trade, and their relationship to early mercantile settlements (e.g., Fort Towson, Fort Gibson, Fort Coffee, Fort Washita, and Chouteau's Trading Post). (4.1)
9. \* Analyze the effects of the removal process on the tribes. (3)
10. Identify significant historical and contemporary Native Americans (e.g., John Ross, Sequoyah, Quanah Parker, Jim Thorpe, Will Rogers, the Five Indian Ballerinas, the Kiowa Five, and Wilma Mankiller). (3.4)
11. Analyze the development of governments among the Native American tribes; the movement toward the all-Indian state of Sequoyah; the movement for single statehood; the alignment of political parties in the Twin Territories; and the impact and influence of the Enabling Act and the Constitutional Convention. (5.2)
12. Compare and contrast cultural perspectives (e.g., land ownership and use, agricultural methods, production and distribution of commodities, and trading practices) of Native Americans and Europeans, especially explaining the significance of missionary involvement in Indian Territory. (3.3b)
13. Explain the significance of the Civil War in Indian Territory, including the divisions it created among the people of the Five Tribes and the effects of Reconstruction on the Tribes of Indian Territory. (4.2a)
14. Explain the significance of the prominent figures and groups that fought in Civil War battles in Indian Territory (e.g., Stand Watie, General James Blunt, General Douglas Cooper, and the 1<sup>st</sup> Kansas Colored Regiment). (4.2b)

**PROCESS OBJECTIVES****2<sup>nd</sup> 9 Weeks**

1. Identify, analyze, and interpret primary and secondary sources (e.g., artifacts, diaries, letters, art, music, literature, photographs, documents, newspapers, and contemporary media). (1.1)
2. Identify, evaluate, and explain the relationships between the geography of Oklahoma and its historical development by using different kinds of maps, graphs, charts, diagrams, and other representations such as photographs, satellite-produced images, and computer-based technologies. (1.2)
3. Interpret information from a broad selection of research materials (e.g., encyclopedias, almanacs, dictionaries, atlases, and cartoons). (1.3)
4. Construct and examine timelines of Oklahoma history (e.g., removal and relocation of Native American groups, economic cycles, immigration patterns, and the results of redistricting and statewide elections). (1.4)

**CONTENT OBJECTIVES**

15. Assess the impact of the cattle industry (e.g., cattle trails, railheads, cow towns in Kansas, the importance of railroads in Indian Territory, and the location of railroad lines). (4.3)
16. Evaluate the impact and importance of the various means of distributing land in Oklahoma (e.g., allotments, land runs, lottery, and Supreme Court settlement) including the realignment of Indian Territory, the movement of Plains tribes into Western Oklahoma, pressures of various groups to open the Unassigned Lands, and the allotment and grafting process in Indian Territory. (4.4)
17. Examine the work of the Dawes Commission and the distribution of lands to non-Native American settlers. (5.1)
  
18. \* Analyze the effect of the Progressive ideology on the development of the state constitution. (8)
19. \* Explain the cause of the dominance of the Democratic Party at statehood. (8)
20. Examine the historical evolution of race relations in Oklahoma (e.g., the significance of Jim Crow laws, the Tulsa Race Riot, and the contributions of Governor Raymond Gary to the peaceful integration of public facilities). (8.3)
21. Analyze the impact of the Populist Movement, the Temperance Movement, the Dust Bowl, and political corruption (e.g., Ku Klux Klan activities, the prosecutions and convictions of Governor David Hall and the county commissioners) on Oklahoma history. (8.2)
22. Examine how economic cycles (e.g., the Great Depression and the Dust Bowl, and oil boom and bust) have affected and continue to affect major sectors of state employment (e.g., fossil fuels, timber, mining, tourism, the military, and agriculture), both in positive and in negative ways. (6.2)
23. Identify cultural and ethnic groups in Oklahoma (e.g., African-Americans, Eastern Europeans, Italians, Germans, and Vietnamese) and explore the causes and effects of their immigration and settlement patterns. (7.1)
24. Trace the cultural, political, and economic contributions of these groups. (7.2)
25. Identify significant individuals and their contributions (e.g., Jerome Tiger, Frank Phillips, Kate Barnard, Angie Debo, Ada Lois Sipuel, Clara Luper, George Lynn Cross, Ralph Ellison, Robert S. Kerr, Henry Bellmon, and Reba McEntire). (8.1)