

Unit 1: Geology and Geography

Textbook Rating	Grade Level(s)	Teaching Time	Quarter
1	10	2 weeks	1 or 3

P.A.S.S. Objective:

V. Investigate the geography and economic assets of Oklahoma and trace their effects on the history of the state.

- A. Locate the significant and human features of the state on a map.
- B. Examine how economic cycles (boom and bust) have effected and continue to affect major sectors of state employment (e.g. fossil fuel, timber, mining, tourism, and agriculture).

District Objective(s):

1. List the geological events that shape the geography of Oklahoma.
2. Identify the ten geographic regions of Oklahoma and locate them on a map.
3. Describe the geographical diversity and biodiversity of Oklahoma.
4. Identify the elevation levels and precipitation patterns of the state.
5. Identify the major landforms and bodies of water in the state and locate them on a map.
6. Explain why Oklahoma has the potential for severe weather.
7. Justify in writing the anomalous nature of Oklahoma’s geographic terrain.

Concept(s): Diversity, anomaly, regions, environment

Topics	Textbook Correlation
<ol style="list-style-type: none"> 1. Geology <ul style="list-style-type: none"> A. Geological history B. Geological industries: coal, gas, oil, etc. C. Geological formations: aquifers, mountains, basins, red dirt, rose rocks 2. Geography <ul style="list-style-type: none"> A. Waterbodies <ol style="list-style-type: none"> 1. Arkansas, Red, Cimarron, Washita, Canadian, Verdigris, etc. 2. Major lakes 3. McClellan-Kerr Navigation System B. Landforms <ol style="list-style-type: none"> 1. Primary mountain ranges 2. Prairies, plains, mesas 3. Crosstimbers, Great Salt Plains, Little Sahara, Black Mesa C. Weather patterns and climate <ol style="list-style-type: none"> 1. drought cycles 2. severe weather 3. wind energy potential 	<p>Oklahoma Stories p. 262 Maps p. 262, 265, 266, 267 Chapter 17 Oil Fields and Boom Towns p. 160</p> <hr/> <p style="text-align: center;">Instructional Resources</p> <p><u>A Tour of the Prairies</u> by Washington Irving Channel 9 Video: “Deadly Force-May 3” Historical Atlas of Oklahoma Free road maps and travel guides from State Department of Tourism Baird and Goble <u>Story of Oklahoma</u> Oklahoma Adventure Student Workbook “Gee (Whiz) Ology of Oklahoma” available online from Oklahoma Geological Society OKAGE materials</p>

Instructional Resources	Suggested Strategies/Activities
	<p data-bbox="824 176 1386 281">Plan a road trip to interesting Oklahoma locations using a state travel guide and road map</p> <p data-bbox="824 323 1321 428">Have students create a screen play that highlights the diversity of Oklahoma's geography</p> <p data-bbox="824 470 1331 533">Map making of ten regions, waterways, and/or landforms</p>

Assessment

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Instructional Resources	Suggested Strategies/Activities
<p>Websites: www.oklahomaadventure.com www.ok-history.mus.ok.us www.snomnh.ou.edu www.okhumanitiescouncil.org www.rootsweb.com/~oknowata/OklaHist.htm</p> <p>Books: <u>Oklahoma: The History of an American State</u> by Ellen Sue Blakey, Clairmont Press, 2001</p> <p><u>The Story of Oklahoma</u>, by W. David Baird and Danney Goble, University of Oklahoma Press, 1994</p>	<p>Students can reconstruct 3-D models of prehistoric and pre-Columbian tools and homes.</p> <p>Write a speech as an archaeologist that explains the major elements of prehistoric Oklahoma society.</p>

Assessments

Draw conclusions as to the values and traits of the Spiro civilization based on their archaeological remains.

Justify in writing why the study of archaeological remains is controversial today.

Unit 2: Early Inhabitants and Explorers

Section II: The Coming of the White Man

Textbook Rating	Grade Level(s)	Teaching Time	Quarter
1	10	1 week	1 or 3
<p>P.A.S.S. Objective(s):</p> <p>I. Describe both European and American exploration and claims to the territory that would become Oklahoma.</p> <p>A. Explain the significance of early Spanish and French expedition.</p> <p>B. Evaluate the lasting impact of American exploration including the Pike, Wilkinson, and Long expeditions.</p> <p>C. Analyze the impact of territorial claims on the development of the state of Oklahoma, including the Louisiana Purchase and Adams-Onis Treaty.</p>			
<p>District Objective(s):</p> <ol style="list-style-type: none"> 1. Explain the connection between the identification of this region as the Great American Desert is connected to the Indian Removals. 2. Describe the information in the written accounts of the explorers. 3. Contrast the relationships that were created by the Spanish and French with the Indians. 4. Identify the primary individuals involved in the Spanish and French explorations, their motivation, and the significance of their travels. 5. Explain the reasons for the shifting control of Oklahoma between Spanish, French, and Americans. 6. Identify the regions explored by each of the American expeditions and the significance of their journeys. 7. Describe the commercial efforts of the major traders in Oklahoma. 			
<p>Concept(s): Culture and Customs, discovery, conflict, cultural assimilation</p>			
Topics	Textbook Correlation		
<ol style="list-style-type: none"> 1. European Explorations <ol style="list-style-type: none"> A. Vikings and the Runestones B. Coronado C. Padilla D. De Soto E. Onate F. La Salle H. La Harpe 2. Shifting Power in the Region <ol style="list-style-type: none"> A. Lands Drained by Mississippi River B. French and Indian War C. Napoleon and Treaty of San Ildefonso D. Louisiana Purchase E. Adams-Onis Treaty 3. American Explorations <ol style="list-style-type: none"> A. Meriwether Lewis and William Clark B. Richard Sparks C. Zebulon Pike and James Wilkinson D. George Sibley E. Stephen Long and John Bell 4. Commercial Trading <ol style="list-style-type: none"> A. Pierre and Auguste Chouteau B. Anthony Glass C. Hugh Glenn 	<p>Chapter 2 Oklahoma Stories: Blending Cultures</p> <p>Chapter 3</p> <p>Chapter 4</p>		

Instructional Resources	Suggested Strategies/Activities
<p>Websites: www.oklahomaadventure.com www.ok-history.mus.ok.us www.snomnh.ou.edu www.okhumanitiescouncil.org www.rootsweb.com/~oknowata/OklaHist.htm</p> <p>Books: <u>Oklahoma: The History of an American State</u> by Ellen Sue Blakey, Clairmont Press, 2001</p> <p><u>The Story of Oklahoma</u>, by W. David Baird and Danney Goble, University of Oklahoma Press, 1994</p>	<p>Discuss the changes brought about by the introduction of manufactured goods to an unindustrialized society.</p> <p>Ask students to compare patrilineal and matrilineal societies.</p> <p>Students can recreate the travel logs/journal of significant explorers.</p> <p>Students create a map indicating travel routes of the major explorers.</p>
Assessments	
<p>Justify in writing why this region was labeled the Great American Desert and what the relationship is between this label and the forced Indian Removals of the 1830's.</p>	

Unit 3: The Removal Crisis			
Textbook Rating	Grade Level(s)	Teaching Time	Quarter
1	10	2 weeks	1 or 3
<p>P.A.S.S. Objective:</p> <p>I. Evaluate the social, economic, and political development of Native Americans from prehistoric through modern times.</p> <p>A. Trace the movement of other North American peoples into present day Oklahoma, including the Five Tribes, Plains Tribes, and Eastern Tribes.</p> <p>B. Compare and contrast cultural perspectives (e.g. land ownership and use) of Native Americans and European Americans.</p> <p>C. Identify significant historical and contemporary Native Americans.</p>			
<p>District Objective(s):</p> <ol style="list-style-type: none"> 1. Define doctrine of discovery and occupation as it relates to the problem of land and property in the Southeastern states. 2. Evaluate the effectiveness of Federal Indian Policy in handling the “Indian Problem” in the Southeastern states. 3. Describe the general qualities of Southeastern tribal culture. 4. Analyze the changes made by the Five Tribes in their attempt to maintain their sovereignty. 5. Identify the removal routes on a map. 6. Describe conditions on the Trail of Tears. 7. Explain how Creek and Seminole resistance movements effected or delayed removal. 8. Evaluate impact of <i>Worcester v. Georgia</i> on tribal sovereignty. 			
Concept(s): Sovereignty, civil disobedience, resistance, culture			
Topics		Textbook Correlation	
<ol style="list-style-type: none"> 1. Doctrine of occupancy v. Doctrine of Discovery 2. Southeastern Tribes <ol style="list-style-type: none"> A. Cultural Traits B. Assimilation C. Cherokee Constitutional Republic D. Sequoyah’s syllabary 3. Federal Indian Policy <ol style="list-style-type: none"> A. B.I.A. and President Andrew Jackson B. “Indian problem” C. Removal Act of 1830 D. Civilization Program 4. Removal Process <ol style="list-style-type: none"> A. Government contracts B. Treaty process <ol style="list-style-type: none"> 1. Dancing Rabbit Creek 2. New Echota 3. Treaty of Pontotoc 4. Treaty of Washington 5. Treaty of Payne’s Landing C. <i>Worcester v. Georgia</i> D. Trails of Tears E. Creek and Seminole Resistance F. Osceola G. John Ross and Major Ridge 		Chapter 5 and 6 Oklahoma Stories “Blending Cultures” ”Cherokee Almanac”, “Trail of Tears”	
		Instructional Resources	
		Online lesson plan: Worcester v. GA http://ssecinc.org/less/Pg_Is_trail.htm Oklahoma Adventure Student Guide Historical Atlas of Oklahoma	

Instructional Resources	Suggested Strategies/Activities
	<p data-bbox="824 138 1425 243">Conduct a student debate regarding fairness of Doctrine of discovery v. doctrine of occupancy.</p> <p data-bbox="824 285 1398 352">Find first hand accounts of Trail of Tears for student evaluation (can be found online)</p> <p data-bbox="824 394 1393 462">Conduct a mock trail: Worcester v. Georgia (see online instructional resource)</p> <p data-bbox="824 504 1414 609">Conduct a mock impeachment of Andrew Jackson for his refusal to uphold Worcester v. Georgia</p>
Assessments	
<p data-bbox="188 909 1393 976">Students should complete a chart that illustrates the social, political and economic changes the Five Tribes underwent during the Civilization Program.</p> <p data-bbox="188 1018 1333 1085">Students write a letter to President Jackson regarding the legality of his actions during the Removal Crisis.</p> <p data-bbox="188 1127 1192 1161">Students can analyze in writing the effectiveness of U.S. Federal Indian Policy</p>	

Instructional Resources	Suggested Strategies/Activities
<p>Websites: www.oklahomaadventure.com www.ok-history.mus.ok.us www.snomnh.ou.edu www.okhumanitiescouncil.org www.rootsweb.com/~oknowata/OklaHist.htm</p> <p>Books: <u>Oklahoma: The History of an American State</u> by Ellen Sue Blakey, Clairmont Press, 2001</p> <p><u>The Story of Oklahoma,</u> by W. David Baird and Danney Goble, University of Oklahoma Press, 1994</p> <p>Videos: <u>Oklahoma Passage: Part 3</u> (OETA miniseries)</p>	<p>Hold a class debate on the support of the Union or the Confederacy. Divide the class into groups of Cherokees and/or Creeks and pro-Union and/or pro-Confederacy to debate which side the tribe(s) should support in the Civil War.</p> <p>Write an essay comparing and contrasting the Civil War battles in Indian Territory with each other and other significant battles of the War.</p>
Assessments	
<p>Short Answer: In what ways was life in Indian Territory similar to society in the Old South?</p> <p>Essay: Discuss the role of John Ross in the Civil War as it was conducted in Indian Territory. Justify in writing why the Civil War was a turning point in the history of Oklahoma.</p>	

Instructional Resources	Suggested Strategies/Activities
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Assessments

Students should analyze in writing the effectiveness of the Indian Wars.

Compare and contrast the leadership of any tribal chief to General Custer.

Unit 4: Civil War and Reconstruction

Section III: Railroad and Cattle Drives

Textbook Rating	Grade Level(s)	Teaching Time	Quarter
1	10	4 days	1 or 3

P.A.S.S. Objective(s):

II. Evaluate the social, economic and political development of Native Americans from prehistoric settlement through modern times.

- A. Compare and contrast cultural perspectives of Native Americans and European Americans.

III. Evaluate the major political and economic events prior to statehood.

- A. Assess the impact of the cattle industry on transportation routes.

District Objective(s):

1. Evaluate the effect of the railroad on the social and commercial development of Indian Territory.
2. Trace the growth of the cattle industry from the pre-Civil War Indian ranches through the Reconstruction Era Cattle Trails.
3. Analyze the effect that the Indian system of land ownership had on the accumulation of wealth in Indian Territory.
4. Evaluate the effect of the cattle trails upon the economy of Indian Territory.
5. Analyze the growth of judicial centers and the influence of territorial law enforcement officials.

Concept(s): Division and Renewal

Topics	Textbook Correlation
<ol style="list-style-type: none"> 1. Cattle Trails <ul style="list-style-type: none"> A. Pre-Civil War Tribal Ranches B. East Shawnee Trail C. Chisholm Trail D. Longhorn Cattle E. Cherokee Strip Livestock Association 2. Railroads <ul style="list-style-type: none"> A. Land Grants in Reconstruction Treaties B. MK&T C. Frisco 3. Law in Indian Territory <ul style="list-style-type: none"> A. Fort Smith Court B. Outlaw Gangs <ol style="list-style-type: none"> 1. James Brothers 2. Younger Gang 3. Dalton Brothers 4. Belle Star 5. Cook Gang C. Judge Isaac Parker 	<p>Chapter 11 Oklahoma Stories: The Cow Boy—Great American Myth</p> <p>Chapter 13</p>

Instructional Resources	Suggested Strategies/Activities
<p>Websites: www.oklahomaadventure.com www.ok-history.mus.ok.us www.snomnh.ou.edu www.okhumanitiescouncil.org www.rootsweb.com/~oknowata/OklaHist.htm</p> <p>Books: <u>Oklahoma: The History of an American State</u> by Ellen Sue Blakey, Clairmont Press, 2001</p> <p><u>The Story of Oklahoma</u>, by W. David Baird and Danney Goble, University of Oklahoma Press, 1994</p>	<p>On a map of Oklahoma Identify the following: major cattle trails, major railroad lines, and location of various territorial courts.</p> <p>Create a biographical sketch of one of the infamous outlaws or gangs giving special focus to the time that they were in Indian/Oklahoma Territory.</p>

Assessments

Short essay questions:

1. What were the major problems in the earliest judiciary system for Indian Territory and how were these problems solved?
2. Why did outlaws take refuge in Indian Territory?
3. Why were cattle trails founded and why did they decline?

Unit 5: 46th Star-The Move Towards Statehood

Textbook Rating	Grade Level(s)	Teaching Time	Quarter
1	10	2 weeks	2 or 4

P.A.S.S. Objective:

IV. Describe the development of constitutional government in Oklahoma.

- A. Examine the work of the Dawes commission and the dispersal of lands to non-Native American settlers through land runs and lotteries.
- B. Analyze the development of governments among the Native American tribes; the movement towards the all Indian state of Sequoyah; the movement for single statehood; and the impact and influence of the Enabling Act and the Constitutional Convention.

VI. Identify major cultural and ethnic groups in Oklahoma and their settlement and immigration patterns, and trace their cultural, political and economic contributions to the state.

District Objective(s):

1. Describe the impact of white settlement in Indian Territory prior to statehood.
2. Identify the major individuals associated with the move towards statehood: Payne, Crouch, Haskell, Harrison, Harjo, Dawes, Boudinot, Murray.
3. Compare the various pieces of legislation relating to statehood: Dawes, Enabling and Organic Act
4. Identify the Twin Territories on a map.
5. List the barriers to statehood.
6. Explain Indian opposition and resistance to allotments.
7. Identify the major landruns and lotteries on a map.
8. Identify the Progressive elements in the Oklahoma state constitution.
9. Identify current congressional district, representatives and senators on a state and federal level.

Concept(s): Transition, Sovereignty, Progressivism, Populism

Topics	Textbook Correlation
<ol style="list-style-type: none"> 1. Homesteaders <ul style="list-style-type: none"> A. Homestead Act B. Payne, Couch and Boomer movement C. Black Homesteaders 2. Legislation <ul style="list-style-type: none"> A. Dawes Act <ol style="list-style-type: none"> 1. allotments 2. tribal rolls 3. Crazy Snake Rebellion and Chitto Harjo B. Enabling Act C. Organic Act 3. Sequoyah Convention <ul style="list-style-type: none"> A. William Murray B. State of Sequoyah 4. Land Runs and Lotteries <ul style="list-style-type: none"> A. Unassigned Lands and 89ers B. Cherokee Outlet C. Big Pasture lottery 5. Constitutional Convention <ul style="list-style-type: none"> A. William Murray B. Progressives C. Kate Barnard D. Jim Crow E. Owens and Gore 	<p>Sections of Chapters 11 through 16</p> <hr/> <p>Instructional Resources</p>

Instructional Resources	Suggested Strategies/Activities
	<p data-bbox="824 174 1382 243">Map making for landruns, lotteries, state of Sequoyah</p> <p data-bbox="824 285 1398 354">Class discussion of the American Dream and its' connection to this unit.</p> <p data-bbox="824 396 1386 466">Ask students to divide land according to the Township and Range system</p> <p data-bbox="824 508 1403 611">Ask students to research their congressional district, their representative, and their senator on a state and federal level.</p>
Assessments	
<p data-bbox="188 982 1414 1085">Ask students to plan a dinner party and invite the major individuals from this unit. They should plan seating and write the dinner conversation. Discussion/script should center on the various perspectives of the move towards statehood.</p>	

Unit Six: Politics of a Young State

Textbook Rating	Grade Level(s)	Teaching Time	Quarter
	10	2 weeks	2 or 4

P.A.S.S. Objective(s):

VII. Examine factors that contributed to the political, economic, and social history of Oklahoma during the twentieth century.

- A. Identify significant individuals and their contributions.
- B. Analyze the impact of the Populist Movement, the Temperance Movement, the Dust Bowl, and political corruption on Oklahoma history.
- C. Examine the historical evolution of race relations in Oklahoma.

District Objective(s):

1. Explain how graft of Indian lands affected tribal allotments in the early days of statehood.
2. Identify the work of Kate Barnard to end graft of Indian Lands.
3. Explain the growth of all-African American Towns in early Oklahoma.
4. Analyze the issues behind the relocation of the capital city.
5. Evaluate the growth of racial tensions in early statehood.
6. Identify the causes and effects of the Tulsa Race Riot of 1921.
7. Identify the economic successes in the early years.
8. Describe Oklahoma's contributions to the war effort of the United States during WWI.
9. Describe the efforts to integrate Oklahoma's universities in the 1950's and 1960's.
10. Explain why the populist and socialist parties had large membership in Oklahoma.

Concept(s): Politics and Justice

Topics	Topics
<ol style="list-style-type: none"> 1. Capital City: Guthrie v. Oklahoma City <ul style="list-style-type: none"> A. Guthrie as Republican Stronghold B. Influence of Governor Haskell C. Statewide Elections D. Lee Huckins Hotel 2. Political Graft and corruption in Early Statehood. <ul style="list-style-type: none"> A. Graft/Theft of allotments B. Role of government officials C. Kate Barnard 3. Early Economic Forces <ul style="list-style-type: none"> A. Oil B. Agriculture C. Aviation 4. Socialist and Populist Movement <ul style="list-style-type: none"> A. Green Corn Rebellion B. Party Membership 5. World War I <ul style="list-style-type: none"> A. Anti-Sedition Movement B. 36th Infantry Division C. Joseph Oklahombi 	<ol style="list-style-type: none"> 6. Politics of Race <ul style="list-style-type: none"> A. All-black towns in Oklahoma B. Exodusters C. Jim Crow Laws D. Black-Republican Alliance E. Grandfather Clause (<i>Guinn v. U.S.</i>) F. Tulsa Race Riot G. Influence of KKK H. School Integration <ol style="list-style-type: none"> 1. <i>Sipuel v. University of Oklahoma</i> 2. <i>McLaurin v. University of Oklahoma</i> 3. White flight and growth of suburbs 7. Women in Politics <ul style="list-style-type: none"> A. Kate Barnard B. Alice Mary Robertson C. Alice Brown Davis
	Textbook Correlation

Instructional Resources	Suggested Strategies/Activities
<p>Websites: www.oklahomaadventure.com www.ok-history.mus.ok.us www.snomnh.ou.edu www.okhumanitiescouncil.org www.rootsweb.com/~oknowata/OklaHist.htm</p> <p>Books: <u>Oklahoma: The History of an American State</u> by Ellen Sue Blakey, Clairmont Press, 2001</p> <p><u>The Story of Oklahoma</u>, by W. David Baird and Danney Goble, University of Oklahoma Press, 1994</p>	<p>Ask students to plan a dinner party and to invite the major individuals from this unit. They should plan seating and write the dinner conversation.</p> <p>Students research primary sources online about the Tulsa Race Riot and compile a report or model based on their information. Write a news story that covers the event.</p> <p>Compare Kate Barnard to contemporary women political leaders.</p> <p>Ask students to write a letter to our current governor explaining what they feel should be done about the Tulsa Race Riot with regards to reparations to survivors.</p>
Assessments	
<p>Explain in writing why Indian allotments were so easily swindled in the early days of Oklahoma's statehood.</p> <p>Describe the contributions of an individual of your choosing from this unit.</p> <p>Compare and contrast in writing the current state of affairs in Oklahoma relating to race.</p>	

Unit 7: The Dirty 30's and the Okie Identity

Textbook Rating	Grade Level(s)	Teaching Time	Quarter
1	10	2 weeks	2 or 4

P.A.S.S. Objective:

VII. Examine factors that contributed to the political, economic, and social history of Oklahoma during the twentieth century.

- A. Identify significant individuals and their contributions.
- B. Analyze the impact of the Populist movement, the Temperance Movement, the Dust Bowl, and political corruptions on Oklahoma history.

District Objective(s):

1. Identify the causes and effects of the Great Depression.
2. Analyze the boom and bust cycle of Oklahoma's economy.
3. Identify causes and effects of Dust Bowl in the Central Plains.
4. Describe the Okie migration and living conditions in migrant camps.
5. Explain the nature of migrant work.
6. Identify significance of Will Rogers, Woody Guthrie and William Murray during this period.

Concept(s): Migration, Social Justice, Perseverance, Identity, Interdependence

Topics	Textbook Correlation
<ol style="list-style-type: none"> 1. Economic Factors of Great Depression <ul style="list-style-type: none"> A. Causes and Effects B. Work Relief: New Deal, CCC, FDR 2. Dust Bowl <ul style="list-style-type: none"> A. Environmental Causes <ol style="list-style-type: none"> 1. drought cycles 2. winds of Great Plains B. Human Causes <ol style="list-style-type: none"> 1. Great Plow Up 2. Overproduction of wheat 3. Wheat speculators 4. Poor farming practices 3. Okies <ul style="list-style-type: none"> A. Migration (push) factors B. Route of migration C. Living conditions D. Will Rogers, Woody Guthrie, Gov. Murray, Steinbeck 	<p>Chapter 18, 19 Oklahoma Stories: p. 329, 331,337,354</p> <hr/> <p style="text-align: center;">Instructional Resources</p> <p>Songs/Lyrics/ Art of Woody Guthrie (available online)</p> <p>Photos of Dorothea Lange (available online)</p> <p>Video: American Experience "Surviving the Dust Bowl"</p> <p>John Steinbeck <u>Grapes of Wrath</u></p> <p>Film by John Ford "Grapes of Wrath"</p>

Instructional Resources	Suggested Strategies/Activities
	<p data-bbox="824 142 1338 210">Ask students to analyze photography of Dorothea Lange.</p> <p data-bbox="824 247 1367 315">Analyze songs of social protest by Woody Guthrie</p> <p data-bbox="824 357 1289 390">Interview a Depression Era survivor</p> <p data-bbox="824 432 1406 537">Watch Grapes of Wrath and supplement with selections from the novel. Ask students to do character and/or analysis.</p> <p data-bbox="824 579 1338 613">Write poetry about the Okie experience.</p>
Assessments	
<p data-bbox="191 949 1039 982">Students analyze in writing the characteristics of the Okie identity.</p> <p data-bbox="191 1024 1357 1087">Do an environmental student of climate trends in recent years. Predict probability of future droughts and dust bowls.</p>	

Unit 8: Modern Oklahoma			
Textbook Rating	Grade Level(s)	Teaching Time	Quarter
1	10	2 weeks	2 or 4
<p>P.A.S.S. Objective:</p> <p>VII. Evaluate the social, economic, and political development of Native Americans from prehistoric settlement through modern times.</p> <p>A. Identify significant historical and contemporary Native Americans.</p> <p>VII. Examine factors that contributed to the political, economic and social history of Oklahoma during the twentieth century.</p> <p>A. Identify significant individuals and their contributions.</p>			
<p>District Objective(s):</p> <ol style="list-style-type: none"> 1. Compare and contrast the careers and platforms of recent Oklahoma politicians. 2. Analyze the events surrounding the Oklahoma City bombing. 3. Describe the growth of the aerospace industry in Oklahoma. 4. Explain how foreign petroleum related affairs have effected the Oklahoma petroleum industry. 5. Describe causes and effects of the Savings and Loan crisis of the 1980's. 6. Analyze the growth of the corrections industry in Oklahoma. 7. Predict the effects of MAPS and MAPS for Kids in Oklahoma City. 8. Examine the recent contributions and the status of American Indians tribes in contemporary Oklahoma. 			
Concept(s):			
Topics		Textbook Correlation	
<ol style="list-style-type: none"> 1. Political Individuals <ol style="list-style-type: none"> A. Marland B. Kerr C. Albert D. Bartlett E. Hall F. Boren G. Nigh H. Walters I. Keating J. Patience Latting K. Wilma Mankiller 2. Recent Events <ol style="list-style-type: none"> A. Growth of corrections industry in OK B. Oil boom and bust of the 1980's C. Savings and Loan Crisis D. MAPS and MAPS for kids E. Oklahoma Aerospace Industry F. Current legal status and affairs of tribal governments. G. Murrah Building Bombing H. Tornado/Weather Devastation (esp. May 3, 1999) 		<p>Selections from Chapters 20, 21, 22, 23, 24</p> <hr/> <p>Instructional Resources</p> <p>Documentary footage of Murrah bombing</p> <p>Mankiller by David Wallis and Wilma Mankiller</p> <p>MAPS information from OKC Chamber of Commerce</p> <p>Historical Atlas of Oklahoma</p>	

Instructional Resources	Suggested Strategies/Activities
	<p>Require students to create a chart comparing and contrasting political figures in this unit</p> <p>Students should gather statistics regarding corrections in Oklahoma</p> <p>Ask students to interview survivors/witnesses to Murrah bombing. Visit the Memorial</p> <p>Create a time line of boom and bust cycle in Oklahoma petroleum industry</p> <p>Take photos of MAPS related reforms.</p>
Assessments	
<p>Design a project that predicts future social, political, economic trends in Oklahoma.</p>	

