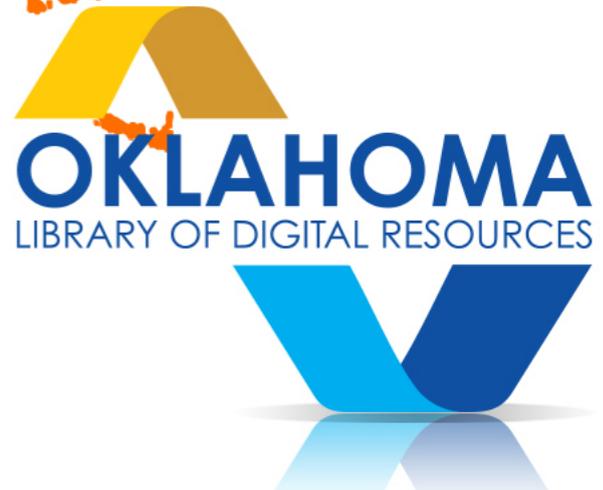


EVIDENCE OF UNDERSTANDING

US HISTORY



The Oklahoma Library of Digital Resources is an innovative initiative to provide Oklahoma educators with high-quality, interactive teaching resources.

We appreciate our sponsors:



Thank you to the following educators for their work in curating digital resources:

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GETTING TO KNOW OKLDR

WHO IS OSSBA?

The Oklahoma State School Boards Association (OSSBA) works to promote quality public education for the children of Oklahoma through training and information services to school board members. The Association is a leader among leaders in Oklahoma education and a visible presence in the local school districts and throughout the state.

The OSSBA was created in 1944 to provide support for local school board members with a variety of information, assistance, and representation services. OSSBA reaches every school board member through training opportunities. It creates and encouraged effective leaders to promote public education and cultivates productive alliances with governing bodies. OSSBA trains school board members to participate in an effective and supportive manner to provide direction for educational innovation and improves public perception of education in Oklahoma by sharing strategies and tools with our member school districts to focus on the success of Oklahoma public education.

OSSBA works with school boards to demonstrate the impact they have on student achievement. We work to provide meaningful two-way communication of advocacy, services, and training activities to local boards of education and their stakeholders. Other services we provide that have a direct impact on student achievement include strategic planning and superintendent searches. Our legal team provides free legal information to the school districts.

WHY OKLDR?

In the summer of 2016, OSSBA set out on a journey assist teachers in the integration of technology into their classrooms. The Oklahoma Library of Digital Resources (OKLDR) became a collection of digital content resources selected by Oklahoma educators to support the Oklahoma Academic Standards. The resources were curated by teachers from school districts across Oklahoma. Each collection contained a variety of learning resources, such as videos, apps, pdf documents, and websites, and are designed so that teachers can then build their lesson plans. The resources helped bridge the digital equity gap among students while helping schools make the most of limited resources.

After collaborating with educators, school and district leaders for a couple of years, OKLDR has been enhanced in the following ways:

- Resources are now an Open Education Resource (OER) “book” format, making it easier to use and accessible on multiple devices.
- Resources map to ESSA expectations for evidence of student understanding and students’ mastery of the academic standards.
- Tools are now agnostic and can be used on multiple devices.
- Lessons are now focused on student engagement through the use of technology. The first OKLDR version focused on teacher resources. **This is a major change.**
- To prioritize student learning, teacher resources are now located at the back of each book.

HOW TO USE OKLDR



The Oklahoma Academic Standards for this lesson are grouped together by key topics. Sometimes you will see only one standard, but other times you will see a grouping of standards.



Evidence of Understanding is the key. This is the concept you want your students to master that reinforces the standards. Mastery means deeper understanding, not just “skim the surface” learning.



Digital Tools are the recommended applications and/or tools for the lesson. Think of this element as the “supplies box.”



In Practice is a suggested activity to engage the students to demonstrate mastery of the standard. You will notice that this is just one suggested lesson, and sometimes there might be a second lesson. The suggested lesson, developed by Oklahoma teachers, is meant to give you a starting point. You might decide to use the lesson or it might give you an idea of something else you could do to teach the concept.

MOVING FORWARD

As you can see the OKLDR book has been designed to inspire educators to have students demonstrate their understanding of the Oklahoma Academic Standards through the use of technology as a productivity tool. While educators have limited time in the day to plan and research high quality content, this book is a jumping off point, with suggested peer-reviewed activities and resources.

While you might encounter extra white space in the book, it is intentional for growth. As you integrate the activities into your lessons, you are encouraged to send us student work samples that might be included in the book, as well as additional activities and resources that could be included in future revisions.

Next Steps:

- We would love to add samples of student work to the activities, so please send the work to: okldr@ossba.org.
- If you would like to be involved in future course creation, or know teachers who would like to be involved, please contact us at: okldr@ossba.org.
- See anything that needs to be changed or enhanced? Contact us at: okldr@ossba.org.

RECONSTRUCTION

CIVIL RIGHTS



USH.1.1 Explain the constitutional issues that arise in the post-civil rights struggles.

USH.1.2 Analyze the post-Reconstruction civil rights struggles.

A. Identify the significance of Juneteenth in relation to emancipation and modern-day celebrations.

B. Examine the purposes and effects of the 13th, 14th, and 15th Amendments.

C. Assess the impact of the Black Codes, Jim Crow laws, and the actions of the Ku Klux Klan.



Evidence of Understanding

Students will be able to explain the significance of Juneteenth and the Civil War amendments for African Americans using social media.



Digital Tools

- *Presentation* - Keynote, Google Slides, Microsoft PowerPoint
- *Social Media Application*: Instagram, Twitter
- *Image Collections*: Photos for Classroom, Pics 4 Learning



In Practice

- After studying the background information, students will decide a focus area to present in a social media format. These will include poems, food or musical lyrics related to Juneteenth or how the Civil War amendments opened new avenues to daily life.
- Focus areas include Juneteenth or the Civil War Amendments.
- Students will post an instagram picture or tweet about a poem, food or musical lyrics relating to Juneteenth or how the Civil War amendments opened new avenues to daily life.

WESTWARD EXPANSION

NATIVE AMERICANS



USH.1.3 Analyze the impact of westward expansion and immigration on migration, settlement patterns in American society, economic growth, and American Indians.

C. Examine the rationale behind federal policies toward American Indians including the establishment of reservations, attempts at assimilation, the end of the Indian Wars at Wounded Knee, and the impact of the Dawes Act on tribal sovereignty and land ownership.

D. Compare viewpoints of American Indian resistance to United States Indian policies as evidenced by Red Cloud in his Cooper Union speech, Quanah Parker, and Chief Joseph as expressed in his I Will Fight No More Forever speech.



Evidence of Understanding

Students will research and analyze key documents and people connected to the Native American Indian Wars and assimilation, and create a presentation to share with the class.



Digital Resources

- *Presentation* - [Google Slides](#), [Keynote](#), [Microsoft Powerpoint](#), and [Prezi](#)
- *Word Processor*: [Pages](#), [Google Docs](#), and [Microsoft Word](#)
- *Search Engine*: [Safe Search Kids](#), [KidzSearch](#), [Kiddle](#), and [KidRex](#)



In Practice

- Students will work collaboratively to research, discuss, and analyze a primary source document in relation to Native American assimilation. Topics include the Dawes Act, Cooper Union Speech, Quanah Parker, and I Will Fight No More.
- Students will use a search engine to collaborate and research their assigned topic using reliable sources. Research must focus on the transitions and impact of assimilation on Native American populations.
- Collaboratively students will create a presentation to share with the class. Each group must submit a key question for other students to answer as a form of assessment.

IMMIGRATION



USH.1.3 Analyze the impact of westward expansion and immigration on migration, settlement patterns in American society, economic growth, and American Indians.

A. Summarize the reasons for immigration, shifts in settlement patterns, the immigrant experience at immigrant processing centers such as Ellis Island and Angel Island, and the impact of Nativism and Americanization.

B. Analyze the creation of federal immigration policies including the Chinese Exclusion Act, the Gentlemen's Agreement, federal court decisions, the Supreme Court's application of the 14th Amendment and the Immigration Act of 1924.



Evidence of Understanding

Students will understand the process of becoming an American citizen by creating a blog, commercial or newscast.



Digital Resources

- *Virtual Reality/Video Tour Tours:* [Ellis Island](#), [Angel Island 1](#)
- *Webpage links:* [Fake News](#), [Angel Island 2](#)
- *Blogging Websites:* [Blogger](#), [Word Press](#)
- *Presentation -* [Google Slides](#), [Keynote](#), [Microsoft Powerpoint](#), and [Prezi](#)
- *Video Recording/Editing:* [Flipgrid](#), [iMovie](#), [Do-Ink](#), [WeVideo](#), and [Adobe Spark](#)



In Practice

- Students will take a virtual tour of Ellis Island or Angel Island.
- Students will use a search engine to conduct research through the eyes of an immigrant entering via Ellis or Angel Island.
- Students will accumulate information as an immigrant and discuss why they migrated, their ocean journey, their port of entry, being processed, and what life was like assimilating once they were in the United States.
- Students will create a blog, commercial, or news cast using sources like FakeNews as an immigrant going through the process.

1870-1900

INDUSTRIALIZATION



USH.2.1 Evaluate the transformation of American society, economy and politics during the American Industrial Revolution.

A. Analyze the impact of capitalism, laissez- faire policy and the role of leading industrialists as robber barons, captains of industry and philanthropists including John D. Rockefeller and Andrew Carnegie and his Gospel of Wealth essay on American society.

B. Identify the impact of new inventions and industrial production methods including new technologies by Thomas Edison, Alexander G. Bell, Henry Ford, and the Bessemer process.



Evidence of Understanding

Students will analyze the roles of leading industrialists from the timeframe by using a Venn Diagram or Janus figure for each person. Students will show the evolution of the impact of inventions using a sketch application.



Digital Resources

- *Sketch Application* - [Sketches School](#), [Notes](#), [ibis](#), [Absolute Board](#), [Google Draw](#)
- *Mind Mapping Application* - [Venn Diagram](#), [Popplet](#)
- *Search Engine*: [Safe Search Kids](#), [KidzSearch](#), [Kiddle](#), and [KidRex](#)
- *Webpage Links*: [Janus Figure Template](#)



In Practice

- After teaching about the leading industrialists of the time frame, students will be provided Carnegie or Rockefeller in order to analyze their roles as a capitalist.
- Students will create a Janus figure (a person with two faces) using provided information from the class discussions or a search engine. On one side of the Janus figure, students list reasons he is a robber baron and on the opposite side students list reasons he is a captain of industry or philanthropist using a mind mapping application.
- Students may also use photos, symbols, quotes, or words within the Janus figure to promote their reasoning as a robber baron or captain on that side of the figure.
- After researching new inventions of Edison, Bell, Ford and the Bessemer process students will create a visual identifying the lasting impacts of the invention using a sketch tool. (i.e. mind mapping)

GILDED AGE AND PROGRESSIVE ERA



USH.2.1 Evaluate the transformation of American society, economy and politics during the American Industrial Revolution.

C. Evaluate the contributions of muckrakers, including Ida Tarbell, Jacob Riis and Upton Sinclair, in changing government policies regarding child labor, working conditions and regulation of big business.

D. Analyze major social reform movements including the Women’s Suffrage and Temperance Movement and the leadership of Susan B. Anthony, Alice Paul, and Jane Addams.

E. Evaluate the significance of the Labor Movement on the organization of workers including the impact of the Pullman strikes, the Haymarket Riot, and the leadership of Eugene V. Debs.

F. Assess and summarize changing race relations as exemplified in the Plessy v. Ferguson case.

G. Compare early civil rights leadership including the viewpoints of Booker T. Washington, and W.E.B. DuBois in response to rising racial tensions, the anti-lynching work of Ida B. Wells, and the use of poll taxes and literacy tests to disenfranchise blacks.

USH.2.2 Evaluate the rise and reforms of Populism and the Progressive Movement including:

A. direct primary, initiative petition, referendum, and recall intended to limit the corrupting influence of political machines

B. impact of William Jennings Bryan and his Cross of Gold speech on the political landscape

C. series of events leading to and the effects of the 16th, 17th, 18th, 19th, and 21st Amendments to the Constitution of the United States.



Evidence of Understanding

Students will understand reformers of the Gilded Age by creating a Funko Pop profile for a round of speed-dating.



Digital Resources

- *Search Engine:* [Safe Search Kids](#), [KidzSearch](#), [Kiddle](#), and [KidRex](#)
- *Digital Document:* [Funko Pop Template](#)
- *Video Recording:* [Chatterpix](#), [Flipgrid](#)
- *Sketch Application* - [Sketches School](#), [Notes](#), [ibis](#), [Absolute Board](#), and [Google Draw](#)



In Practice

- Students will utilize valid online sources to research their assigned person or group, i.e Ida Tarbell, Alice Paul, Pullman strikers, Eugene Debs, Ida B. Wells, Booker T. Washington, etc. (USH 2.1C,D,E,G)
- Students will create a Funko Pop profile using the template given.
- On the Funko Pop profile, students must have a series name, name, biography, and draw/color the character.
- The students will share their profile during a timed round of speed dating. While meeting the other characters, students will complete the Collect Them All section. In the section titled "Collect Them All," identify two other people who would also fit with your "Series" label. Draw them and write their names underneath or have them write their names and why they are part of the "Series".
- Students will record the biography of their character and their "Series partners" in Chatterpix or Flipgrid.

IMPERIALISM



USH.2.3 Analyze and summarize the key personalities, actions and policies of Presidents Theodore Roosevelt, William Howard Taft, and Woodrow Wilson by: A. comparing the policies of Roosevelt and Taft on environmental conservation and trust busting, B. evaluating the 1912 presidential election including the role of Roosevelt's Bull Moose Party and Eugene V. Debs Socialist Party. C. describing the policies of Wilson on the issue of women's right to vote

USH.3.1 Evaluate the impact of American imperialism on international relations and explain its impact on developing nations.

- A. Compare the economic, religious, social, and political rationales for American imperialism including the concept of "white man's burden," the annexation of Hawaii, the impact of Admiral Alfred T. Mahan, and the actions of the Anti-Imperialist League.
- B. Assess the role of yellow journalism and jingoism in inciting the desire of Americans to go to war with Spain.
- C. Examine how the Spanish-American War resulted in the rise of the United States as a world power and led to new territorial acquisitions and national insurrections in Cuba and the Philippines.
- D. Compare the foreign policies of Presidents Roosevelt, Taft, and Wilson including Big Stick Diplomacy, Dollar Diplomacy, Missionary Diplomacy, the Roosevelt Corollary, military interventionism, and the territorial acquisition and construction of the Panama Canal.



Evidence of Understanding

Students will take on the role as the key figure T. Roosevelt, Taft, or Wilson and create a campaign to promote one of their imperialistic policies using mind mapping and a video recorder or presentation.



Digital Resources

- *Video Editor:* [Clips](#), [WeVideo](#), [iMovie](#)
- *Mind Mapping:* [StoryboardThat](#), [Popplet](#)
- *Presentation -* [Google Slides](#), [Keynote](#), [Microsoft Powerpoint](#), and [Prezi](#)
- *Note Taking:* [Notes](#), [Evernote](#)



In Practice

- Students will collaboratively use search engines to analyze primary source documents about an assigned political figure (T. Roosevelt, Taft, or Wilson) from this time period and their imperialistic policies.
- After completing research about the imperialistic policy, students will formulate a campaign to create a commercial. The commercial must include key points of the policy and promote that leaders reasoning or implementation of the policy.
- Students will create a storyboard using a mind-mapping application to plan their commercial.
- Students will create a commercial campaign encouraging citizens to support their key political figures point of view.

THE LOST GENERATION

WWI



USH.3.2 Evaluate the long-term impact of America's entry into World War I on national politics, the economy, and society.

- A. Summarize the transformation of the United States from a position of neutrality to engagement in World War I including the Zimmermann Telegram and the threats to international trade caused by unrestricted submarine warfare.
- B. Analyze the impact of the war on the home front including the use of propaganda, women's increased role in industry, the marshaling of industrial production, and the Great Migration.
- C. Analyze the institution of a draft and the suppression of individual liberties resulting in the First Red Scare, including the Palmer Raids and the Sacco-Vanzetti trials.
- D. Evaluate Wilson's foreign policy as proposed in his Fourteen Points and the reasons for the nation's return to isolationism highlighted by the Senate's rejection of the League of Nations.



Evidence of Understanding

Students will create a World War I propaganda poster by using a sketch tool or presentation. Students will be able to demonstrate an understanding of the use of propaganda during World War I.



Digital Resources

- Interactive Whiteboard/Sketching Applications: [Canva](#), [Explain Everything](#), [Sketches School](#), [Notes](#), [ibis](#), [Absolute Board](#), [Google Draw](#), and [Now Comment](#)
- *Presentation* - [Google Slides](#), [Keynote](#), [Microsoft Powerpoint](#), and [Prezi](#)
- *Word Processor*: [Pages](#), [Google Docs](#), and [Microsoft Word](#)
- *Search Engine*: [Safe Search Kids](#), [KidzSearch](#), [Kiddle](#), and [KidRex](#)
- *Classroom Management System*: [Google Classroom](#), [Edmodo](#), [Apple Classroom](#)



In Practice

- Teachers and students will have in class discussions over World War I. Discussions will include examples and analysis of war propaganda.
- Students will use search engines to review examples of World War I propaganda posters. Teachers may also provide links to acceptable sites for World War I propaganda.
- Using their prior knowledge, students will create World War I propaganda posters using a sketch tool or presentation format.
- Optional extension: use Now Comment to analyze classmates posters.

1920'S



USH.4.1 Examine the economic, political, and social transformations between the World Wars.

- A. A. Describe modern forms of cultural expression including the significant impact of people of African descent on American culture as exhibited by the Harlem Renaissance and the Jazz Age.
- B. B. Describe the rising racial tensions in American society including the resurgence of the Ku Klux Klan, increased lynchings, race riots as typified by the Tulsa Race Riot, the rise of Marcus Garvey and black nationalism, and the use of poll taxes and literacy tests to disenfranchise blacks.
- C. C. Assess the impact of the Indian Citizenship Act of 1924 on the American Indian nations.
- D. D. Examine growing labor unrest and industry's reactions, including the use of sit-down strikes and court injunctions, and why socialism and communism appealed to labor.
- E. E. Describe the booming economy based upon access to easy credit through installment buying of appliances and inventions of modern conveniences including the automobile.

USH.4.2 Analyze the effects of the destabilization of the American economy.

- A. Identify causes contributing to an unstable economy including the overproduction of agriculture products, greater speculation and buying on margin in the Stock Market, and the government's pro business and laissez-faire policies.
- B. Examine the role of the Stock Market Crash and bank failures in weakening both the agricultural and manufacturing sectors of the economy leading to the Great Depression.

- C. Analyze how President Herbert Hoover's financial policies and massive unemployment as exemplified by the Bonus Army March and Hoovervilles impacted the presidential election of 1932.
- D. D. Compare points of view regarding the economic and social impact of the Great Depression on individuals, families, and the nation.



Evidence of Understanding

Students will create a presentation that analyzes the economic, political, and social transformations of life in the 1920's and its trend toward the Great Depression.



Digital Resources

- *Presentation* - [Keynote](#), [Google Slides](#), [Microsoft Powerpoint](#), [Nearpod](#), and [Prezi](#)
- *Word Processor*: [Pages](#), [Google Docs](#), and [Microsoft Word](#)
- *Search Engine*: [Safe Search Kids](#), [KidzSearch](#), [Kiddle](#), and [KidRex](#)



In Practice

- Students may research or read provided articles about the 1920s.
- Articles should focus on overproduction of agricultural products, Stock Market speculation and buying on margin, the governments pro-business stance, bank failures and the Stock Market Crash.
- Students will utilize a presentation application to create a depiction of life in the the 1920s and its trend to the Great Depression.
- Optional digital format could be the use of iMovie and the silent film filter.

ERA OF FDR

NEW DEAL



USH.4.3 Analyze the impact of the New Deal in transforming the federal government's role in domestic economic policies.

A. Assess changing viewpoints regarding the expanding role of government as expressed in President Franklin Roosevelt's First Inaugural Address.

B. Examine how national policies addressed the economic crisis including John Maynard Keynes' theory of deficit spending, Roosevelt's court packing plan, and the new federal agencies of the Social Security Administration, Federal Deposit Insurance Corporation (FDIC), Works Progress Administration (WPA), Civilian Conservation Corps (CCC), and the Tennessee Valley Authority (TVA).

C. Summarize the causes and impact of the Dust Bowl including the government's responses.



Evidence of Understanding

Students will be able to demonstrate an understanding of New Deal policies into groups by creating a mind map.



Digital Resources

- *Mind Mapping Applications:* [Padlet](#), [Popplet](#), [Explain Everything](#) and [Post-It](#)
- *Interactive Online Game:* [Mission 5 Up from the Dust](#)
- *Search Engine:* [Safe Search Kids](#), [KidzSearch](#), [Kiddle](#), and [KidRex](#)



In Practice

- Students will complete from Mission US: [Mission 5 Up from the Dust](#) interactive history game. The purpose of this interactive game is to immerse players in rich, historical settings and then empowers them to make choices that illuminate how ordinary people experienced the past.
- In “Up from the Dust,” players take on the roles of twins Frank and Ginny Dunn, whose family wheat farm is devastated by the Great Depression and Dust Bowl. As they experience the hardships of the 1930s, players learn about Americans’ strategies for survival - as individuals, communities, and a nation.
- Students will learn about the different New Deal agencies (USH 4.3B) created and their purpose.
- Students will use a mind-mapping application to organize the New Deal agencies in order to determine their category of Relief, Reform or Recovery.

WORLD WAR II



USH.5.1 Describe the transformations in American society and government policy as the nation mobilized for entry into World War II.

- A. Examine the roles of appeasement and isolationism in the United States' reluctance to respond to Fascist military aggression in Europe and Asia including the Neutrality Acts and the Lend-Lease program.
- B. Evaluate the industrial mobilization for war and the psychological preparation for war as reflected in President Franklin Roosevelt's Four Freedoms speech.
- C. Examine President Franklin Roosevelt's Day Which Will Live in Infamy speech and America's conduct of the war, including the role of women and minorities in the war effort, rationing, the internment of Americans of Japanese descent, and the treatment of Americans of German, and Italian descent, including the *Korematsu v. United States* decision.

USH.5.2 Analyze the series of events affecting the outcome of World War II including major battles, military turning points, and key strategic decisions in both the European and Pacific Theaters of operation including Pearl Harbor, the D-Day Invasion, development and use of the atomic bomb, the island-hopping strategy, the Allied conferences at Yalta and Potsdam, and the contributions of Generals MacArthur and Eisenhower.

USH.5.3 Summarize American reactions to the events of the Holocaust resulting in United States participation in the Nuremberg Trials which held Nazi leaders accountable for war crimes



Evidence of Understanding

Students will be able to demonstrate an understanding of World War II events by creating a digital timeline of events pertaining to the war.



Digital Resources

- *Digital Timeline:* [Digital History](#), [Timeline Creator](#), [The Timeline Builder](#), [Timeline Visualizer](#)
- *Mind Mapping Applications:* [Padlet](#), [Popplet](#), and [Post-It](#)
- *Search Engine:* [Safe Search Kids](#), [KidzSearch](#), [Kiddle](#), and [KidRex](#)
- *Webpage links:* [National WWII Museum](#), [45th Infantry Museum](#)



In Practice

- After students have learned about WWII, they will complete a digital timeline containing key events of the war (before, during, and after).
- Students will work collaboratively on a digital timeline. Groups will be provided the Pacific or European theater. Within the timeline, students should provide key battle dates, turning points, and strategic decisions for their front.
- Within the timeline, students should provide at least one event that shows an impact of the war on the Homefront along with at least one result or impact of the war.

CULTURAL MOVEMENTS

1950'S



USH.6.2 Describe domestic events related to the Cold War and its aftermath.

- A. Summarize the reasons for the public fear of communist influence within the United States and how politicians capitalized on this fear including the leadership of President Dwight D. Eisenhower, the Army-McCarthy hearings, the Second Red Scare, the Alger Hiss controversy, and the Rosenbergs' spy trials.
- B. Examine the impact of the proliferation of nuclear weapons and the resulting nuclear arms race, the concept of brinkmanship, the doctrine of mutually assured destruction (MAD), the launching of Sputnik and the space race.

USH.7.1 Analyze the major events, personalities, tactics and effects of the Civil Rights Movement.

- A. Assess the effects of President Truman's decision to desegregate the United States armed forces and the legal attacks on segregation by the NAACP and Thurgood Marshall, the United States Supreme Court decisions in the cases of Oklahomans Ada Lois Sipuel Fisher and George McLaurin, and the differences between de jure and de facto segregation.
- B. Evaluate the events arising from separate but equal, policies, such as poll taxes and literacy tests, violent responses such as the Birmingham church bombing and the assassination of Dr. Martin Luther King, Jr., and conflicts over segregation including:
 - 1. Brown v. Board of Education, Topeka, Kansas decision
 - 2. Montgomery Bus Boycott
 - 3. desegregation of Little Rock Central High School

4. Oklahoma City lunch counter sit-ins led by Clara Luper
5. Freedom Rides
6. Marches on Washington and Selma to Montgomery
7. adoption of the 24th Amendment
8. passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.



Evidence of Understanding

Students will demonstrate an understanding of the 1950s by creating QR codes connecting events of the 1950s through a gallery walk.



Digital Resources

- *Search Engine:* [Safe Search Kids](#), [KidzSearch](#), [Kiddle](#), and [KidRex](#)
- *QR Code Generator* - [QR Code Generator](#), [QR Stuff](#)
- *Mind Mapping Applications:* [Padlet](#), [Popplet](#), and [Post-It](#)
- *Word Processor:* [Pages](#), [Google Docs](#), and [Microsoft Word](#)



In Practice

- Students will research a provided significant event or person of the 1950s from US 6.2A-B and 7.1A-B.
- Students will create a word processor that contains 6 different QR codes in relation to key people or events that are connected to 1950s events. The QR codes will send students to links with information, speeches, pictures, quotes, etc. that pertains to their researched event or person.
- The QR codes will provide information in order to make connections for six degrees of separation, ie. Clara Luper to Brown case.
- Students will share QR codes with classmates and allow them to travel through history without leaving their seat. Students will use QR codes to create a six degrees of separation connection to key events or people.

1960'S



USH.6.1 Analyze the origins of international alliances and efforts at containment of Communism following World War II.

- A. Evaluate the Kennedy administration's international goals as expressed in his Inaugural Address in light of the subsequent building of the Berlin Wall, the Bay of Pigs Invasion, the Cuban Missile Crisis, NASA, and the establishment of the Peace Corps.

USH.6.2 Describe domestic events related to the Cold War and its aftermath.

- A. Summarize the reasons for the public fear of communist influence within the United States and how politicians capitalized on this fear including the leadership of President Dwight D. Eisenhower, the Army-McCarthy hearings, the Second Red Scare, the Alger Hiss controversy, and the Rosenbergs' spy trials.
- B. Examine the impact of the proliferation of nuclear weapons and the resulting nuclear arms race, the concept of brinkmanship, the doctrine of mutually assured destruction (MAD), the launching of Sputnik and the space race.
- C. Evaluate the continuing role of radio, television and other mass media in relationship to the Nixon and Kennedy debates as part of the 1960 and subsequent elections.

USH.6.3 Analyze the series of events and long term foreign and domestic consequences of the United States' military involvement in Vietnam including the Domino Theory, the Gulf of Tonkin Resolution, the Tet Offensive, the presidential election of 1968, university student protests led by the counterculture

movement, expanded television coverage of the war, the War Powers Resolution Act, and the 26th Amendment.

USH.7.1 Analyze the major events, personalities, tactics and effects of the Civil Rights Movement.

- A. Compare the viewpoints and the contributions of civil rights leaders and organizations linking them to events of the movement, including Dr. Martin Luther King, Jr. and his I Have a Dream speech, the leadership of Malcolm X, the role of organizations such as the Black Panthers; describe the tactics used at different times including civil disobedience, non-violent resistance, sit-ins, boycotts, marches, and voter registration drives

USH.7.2 Analyze the ongoing social and political transformations within the United States.

- A. Summarize and examine the United States Supreme Court's use of the 14th Amendment incorporation doctrine in applying the Bill of Rights to the states, thereby securing and further defining individual rights and civil liberties.
- B. Assess the rise of liberalism in the 1960s and the lasting impact of President Lyndon Johnson's civil rights initiatives, the war on poverty, and the Great Society.



Evidence of Understanding

Students will evaluate the 1960s by solving a digital escape room.



Digital Resources

- *Escape Room Building Tools:* [Google Forms](#), [Escape Team](#)
- *Search Engine:* [Safe Search Kids](#), [KidzSearch](#), [Kiddle](#), and [KidRex](#)
- *Webpage Links:* [Breakout Edu Examples](#), [Escape Room](#), and [Escape Room Example](#)
- *Word Processor:* [Pages](#), [Google Docs](#), and [Microsoft Word](#)



In Practice

- Discuss key events of the 1960s.
- Students will create a digital escape room using videos, online resources, and the textbook.
- Students will take their research and place it in a digital format that requires users to solve codes in order to unlock the next step.
- If the user escapes it is because they have gained knowledge in regards to the 1960s through using the escape room.
- If you do not want to students to create their own breakout, online options are available. See above links or examples in digital resources.

1970'S



USH.7.2 Analyze the ongoing social and political transformations within the United States.

C. Describe the goals and effectiveness of the American Indian movements on tribal identity and sovereignty including the American Indian Movement (AIM) and mismanagement by the federal government causing the occupations at Wounded Knee and Alcatraz.

D. Describe the goals and effectiveness of the social movement of the United Farm Workers and César Chávez.

E. Compare the changing roles of women from the post-war era through the 1970s including the goals of the Women's Liberation Movement and the National Organization of Women under the leadership of Betty Friedan, various debates on the Equal Rights Amendment, and the United States Supreme Court's ruling in *Roe v. Wade*.

F. Evaluate the impact of the Watergate Scandal on executive powers including the role of the media, the Pentagon Papers, the the first use of the 25th Amendment, and President Ford's decision to pardon former President Nixon.

USH.6.4 Analyze the political and economic impact of President Nixon's foreign policies including détente and the opening of China.

USH.8.1 Evaluate President Jimmy Carter's foreign policy in the Middle East including the Camp David Accords, the OPEC oil embargo, and the response to the 1979 Iranian hostage crisis.



Evidence of Understanding

Students will discuss and demonstrate an understanding of political and social transformations of the 1970s by creating a Thinglink. Students can extend learning by writing essential questions or creating a scavenger hunt.



Digital Resources

- *Video/Image Annotation:* [Thinglink](#)
- *Word Processor:* [Pages](#), [Google Docs](#), and [Microsoft Word](#)
- *Mind Mapping Applications:* [Padlet](#), [Popplet](#), and [Post-It](#)
- *Search Engine:* [Safe Search Kids](#), [KidzSearch](#), [Kiddle](#), and [KidRex](#)
- *Scavenger Hunt Application:* [Goosechase](#), [Scavify](#), and [Huntzz](#)



In Practice

- After covering 1970s topics, students will research in depth political topics, cultural movements or key events/people. Provide students with topics like AIM, United Farm Workers, ERA, Roe v. Wade, Watergate and executive powers, the OPEC oil embargo, and the Iranian Hostage Crisis, etc. (USH 7.2C-F and USH 8.1)
- Students will select a key event or person and create a Thinglink highlighting the key information requested for this assignment. Thinglink is an alternative to the traditional research report. It allows students to create interactive, multimedia reports.
- An essential question or a scavenger hunt may be created for this activity as students view each Thinglink submission.

DOMESTIC AND FOREIGN POLICY

COMMUNISM



USH.6.1 Analyze the origins of international alliances and efforts at containment of Communism following World War II.

A. Identify the origins of Cold War confrontations between the Soviet Union and the United States including the leadership of President Harry Truman, the postwar division of Berlin, the Berlin Blockade and Airlift, the Iron Curtain, and the Marshall Plan.

B. Describe the roles and consequences of the spheres of influence created by the formation of the United Nations and NATO by the United States and the formation of the Warsaw Pact by the Soviet Union.

C. Assess the impact and successes of the Truman Doctrine including the American military response to the invasion of South Korea.

D. Evaluate the Kennedy administration's international goals as expressed in his Inaugural Address in light of the subsequent building of the Berlin Wall, the Bay of Pigs Invasion, the Cuban Missile Crisis, NASA, and the establishment of the Peace Corps.



Evidence of Understanding

Students will connect all the key countries where communism spread during the Cold War Era using a digital map.



Digital Resources

- *Digital Animation Map Tools:* [Now Comment](#), [Google Slides](#), [Keynote](#), [History Simulation](#) and [Ibis Paint X](#)
- *Search Engine:* [Safe Search Kids](#), [KidzSearch](#), [Kiddle](#), and [KidRex](#)
- *Note-taking:* [Pages](#), [Google Docs](#), and [Microsoft Word](#)



In Practice

- Students will learn the theory of communism and its relation to the Cold War Era.
- Students will research the spread and downfall of communism along with its key figures and alliances.
- Students will create a digital interactive map showing the spread of communism using Ibis Paint X, Now Comment, Google Slides, History Simulation or Keynote. Students will use a digital resource that they will find which displays the change of the world map politically during the Cold War. Then they will use one of the above applications to make their map interactive.
- Optional extensions can include adding other wars, the build up of weapons, and key figures as you travel through the Cold War Era.

VIETNAM



USH.6.3 Analyze the series of events and long term foreign and domestic consequences of the United States' military involvement in Vietnam including the Domino Theory, the Gulf of Tonkin Resolution, the Tet Offensive, the presidential election of 1968, university student protests led by the counterculture movement, expanded television coverage of the war, the War Powers Resolution Act, and the 26th Amendment.



Evidence of Understanding

Students will demonstrate an understanding by tracing the significant events of the Vietnam Era or specifically 1968 by creating a digital poster or presentation.



Digital Resources

- *Search Engine:* [Safe Search Kids](#), [KidzSearch](#), [Kiddle](#), and [KidRex](#)
- *Sketch Application:* [Google Drawings](#), [Canva](#), [Notes](#), and [Notability](#)
- *Mind Mapping Applications:* [Padlet](#), [Popplet](#), and [Post-It](#)
- *Digital Timeline Tools:* [Buncee](#), [Glogster](#), [Prezi](#)



In Practice

- Students will learn key events of the Vietnam War, with a focus on 1968 (Tet, assassinations, presidential election, etc.)
- Students will explore digital search engines to help create a digital presentation showing the highlighted events of 1968.
- Students may use Buncee, Glogster or Prezi to display the highlighted events of 1968 that led to the turning point of the Vietnam Era.

CONSERVATISM



USH.8.1 Evaluate President Jimmy Carter’s foreign policy in the Middle East including the Camp David Accords, the OPEC oil embargo, and the response to the 1979 Iranian hostage crisis.

USH.8.4 Describe the goal of President George H.W. Bush’s foreign policy in forming an international coalition to counter Iraqi aggression in the Persian Gulf.



Evidence of Understanding

Students will analyze and discuss foreign and domestic policy issues by creating tweets and hashtags(#).



Digital Resources

- *Fake Social Media Application:* [Tweet Tweak](#)
- *Search Engine:* [Safe Search Kids](#), [KidzSearch](#), [Kiddle](#), and [KidRex](#)
- *Mind Mapping Applications:* [Padlet](#), [Popplet](#), and [Post-It](#)
- *Interactive Whiteboard/Sketching Applications:* [Canva](#), [Explain Everything](#), and [Google Draw](#)



In Practice

- Students will acquire information pertaining to the era of Conservatism to discuss domestic and foreign policies.
- Using prior knowledge and provided information, students will create tweets and hashtags as President Carter or President George H. Bush from the conservative era in regards to events that occurred during their presidencies. (i.e. oil embargo, Iranian hostage crisis, Iraq and Persian Gulf)
- Students will organize hashtags into groups according to political, president, economy, resources, domestic, foreign, etc.

END OF THE COLD WAR?



USH.8.2 Analyze the economic and political impact of the rise of conservatism and President Reagan's domestic and foreign policies including Reaganomics, the Iran-Contra Scandal and Reagan's Tear Down This Wall speech in West Berlin.

USH.8.3 Summarize the series of events leading to the emergence of the United States as the sole superpower following the fall of the Berlin Wall and the collapse of the Soviet Empire.



Evidence of Understanding

Students will create dialogue debating the multiple sides as the official end of the Cold War using two voices.



Digital Resources

- *Search Engine:* [Safe Search Kids](#), [KidzSearch](#), [Kiddle](#), and [KidRex](#)
- *Digital Live Debate Tools:* [Kialo](#), [Google Classroom](#), and [Edmodo](#)
- *Mind Mapping Applications:* [Padlet](#), [Popplet](#), and [Post-It](#)
- *Video Editor:* [Flipgrid](#)



In Practice

- Students will research from a perspective or point of view with this question as the focus: "is the Cold War officially over?" The points of view being one of the following 1) Nixon Detente, 2) Reagan/Bush, or 3) Is It Over Today?
- Student will formulate their position using a mind-mapping tool collaboratively to prepare for the class debate.
- As a whole group, students will participate by posting in digital debate forum arguing their point of view. Students can use a video recoding in Flipgrid to reflect on whether their own point of view has changed as a result.

THE RISE OF POST-MODERN NATIONALISM

PRESIDENT ADMINISTRATION OF THE LATE 20TH AND EARLY 21ST CENTURIES



USH.8.1 Evaluate President Jimmy Carter’s foreign policy in the Middle East including the Camp David Accords, the OPEC oil embargo, and the response to the 1979 Iranian hostage crisis.

USH.8.4 Describe the goal of President George H.W. Bush’s foreign policy in forming an international coalition to counter Iraqi aggression in the Persian Gulf.

USH.8.5 Describe and evaluate the influence of William J. Clinton’s presidency, including the

A. continuing global influence of the United States including NAFTA and the NATO interventions to restore stability to the former Yugoslav republics.

B. political impact of Clinton’s impeachment.

USH.9.1 Assess George W. Bush’s presidency, including the causes, conduct and consequences of the United States led wars in Afghanistan and Iraq, efforts to counter and combat terrorism, and domestic issues such as the FEMA response to Hurricane Katrina and the Great Recession.

USH.9.2 Assess Barack Obama’s presidency, including the significance of his election, the wars in Afghanistan and Iraq, handling of economic conditions, establishment of DACA, and reforms to healthcare.

USH.9.3 Examine the ongoing issues to be addressed by the Donald Trump and subsequent administrations, including taxation, immigration, employment, climate change, race relations, religious discrimination and bigotry, civic engagement, and perceived biases in the media.



Evidence of Understanding

Students will analyze political cartoons of the modern presidents and demonstrate an understanding of late 20th-21st century presidents by creating a hyperlink document.



Digital Resources

- *Search Engine:* [Safe Search Kids](#), [KidzSearch](#), [Kiddle](#), and [KidRex](#)
- *Video Tutorial:* [Hyperlink Document](#)
- *Digital Markup:* [Now Comment](#)
- *Mind Mapping Applications:* [Padlet](#), [Popplet](#), and [Post-It](#)
- *Digital Source Document Links:* [Library of Congress](#)
- *Classroom Management System:* [Google Classroom](#), [Edmodo](#), [Apple Classroom](#)



In Practice

- Students will analyze political cartoons on modern presidents using a digital format. They will use discussion questions to guide their knowledge of understanding, i.e.the HIPP format (Historical Content - Intended Audience - Purpose - Point of View).
- Students will create a hyperlink document with their political cartoon. The following topics can include key events that occurred from Carter to Trump. The hyperlink needs to include the political cartoons and a breakdown of the cartoons. Subgroups can include: presidential matters, foreign/domestic issues, economic impacts, and controversial issues.
- Optional lesson may be as a whole class analysis of a political cartoon using Now Comment. With using Now Comment, students will have a dialogue discussing what they see in the political cartoon (HIPP or other analysis questions).

TERRORISM



USH.8.6 Evaluate the rise of terrorism and its impact on the United States including the 1995 bombing of the Murrah Federal Building, the first attack on the World Trade Center Towers in 1993, the attacks on September 11, 2001, the USA PATRIOT Act, and the creation of the Department of Homeland Security.



Evidence of Understanding

Students will emulate a day in the life of a person connected to the terrorist attacks on America using a blog or vlog.



Digital Resources

- *Search Engine:* [Safe Search Kids](#), [KidzSearch](#), [Kiddle](#), and [KidRex](#)
- *Video Recording/Editing:* [Flipgrid](#), [iMovie](#), [Do-Ink](#), [WeVideo](#), and [Adobe Spark](#)
- *Blogging Websites:* [Blogger](#), [Word Press](#)
- *Classroom Management System:* [Google Classroom](#), [Edmodo](#), [Apple Classroom](#)



In Practice

- After tracing events connected to terrorism in the United States, students will embark on virtual tours of museums connected to terrorism.
- Students will research accounts of victims or rescuers that are connected to terrorist attacks on American soil. Teachers may also want to allow students to interview family members or teachers to gain an understanding of their viewpoint or emotions, where they were when it occurred, etc. in regards to a terrorist attack.
- Students will create a blog/vlog post as a first person account to a terrorist attack using the information acquired through research or interviews.

PROGRESSIVE GAINS/CONSERVATIVE BACKLASH



USH.9.2 Assess Barack Obama's presidency, including the significance of his election, the wars in Afghanistan and Iraq, handling of economic conditions, establishment of DACA, and reforms to healthcare.

USH.9.3 Examine the ongoing issues to be addressed by the Donald Trump and subsequent administrations, including taxation, immigration, employment, climate change, race relations, religious discrimination and bigotry, civic engagement, and perceived biases in the media.



Evidence of Understanding

Students will analyze events of Obama and Trump by creating an online newspaper.



Digital Resources

- *Search Engine:* [Safe Search Kids](#), [KidzSearch](#), [Kiddle](#), and [KidRex](#)
- *Word Processor:* [Pages](#), [Google Docs](#), and [Microsoft Word](#)
- *Digital newspaper template:* [Image Chef](#)
- *Image Collections:* [Photos for Class](#), and [Pics 4 learning](#)



In Practice

- Students will investigate provided events or topics of the Obama and Trump era in collaborative groups.
- Students will create a news story with their acquired information to contribute to a classroom online front page of a newspaper (it may expand to more than just a front page).
- The class will need to designate a name for their classroom paper.
- Teachers may design the layout of the front page or it may be student derived. Students may write an article, an editorial, or an opinion to place in the layout. Teachers may opt to include ads that relate to the provided topics, as well.

RESOURCES

TEACHER RESOURCES

- <https://www.juneteenth.com/history.htm>
- <https://www.icivics.org/teachers/lesson-plans/civil-war-reconstruction>
- https://www.ehow.com/info_7858964_childrens-activities-juneteenth.html
- <https://lessonplanspage.com/juneteenth-htm/#3>
- <https://www.thedailymeal.com/holidays/what-juneteenth-and-how-it-celebrated-slideshow/slide-10>
- [Tribal Sovereignty \(Oklahoma Council for the Social Studies resource\)](#)
- [Primary Source repository](#)
- [Authentic Assessment Sampler](#)
- [Authentic Assessment Part 1](#)
- [Authentic Assessment Part 2](#)
- [Authentic Assessment Part 3](#)