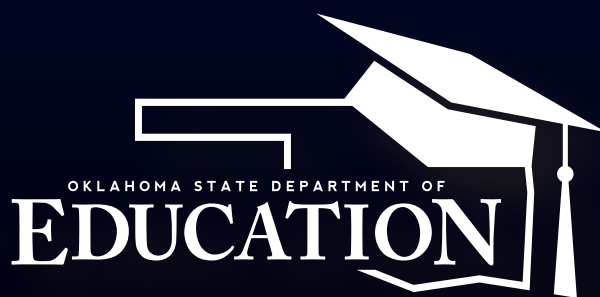




# Oklahoma C<sup>3</sup> Standards for the Social Studies

THE FOUNDATION, FORMATION, AND TRANSFORMATION  
OF THE AMERICAN SYSTEM

PRE-KINDERGARTEN THROUGH HIGH SCHOOL



OKLAHOMA STATE BOARD OF EDUCATION  
ADOPTED MARCH 29, 2012

## CHAPTER 17

### ► High School WORLD HISTORY: *Cultural Connections, Turning Points, and Transformation of the World into the Modern Era*

The student will examine the enduring philosophical and religious contributions from the ancient and classical eras to the modern world. The student will examine the impact of the European Renaissance and Reformation, various revolutionary movements, the Industrial Revolution, and the world that the World Wars helped create, the transformation of societies in the Post-World War Two Era, and recent contemporary events and issues.

#### COMMON CORE STATE STANDARDS READING AND WRITING LITERACY IN HISTORY/SOCIAL STUDIES

The Common Core State Standards Reading and Writing Literacy Standards for Literacy in History/Social Studies in the high school contain two grade bands, 9-10 and 11-12. Since school districts have the option of scheduling high school social studies courses at any grade level 9-12, only the CCSS for Reading and Writing for Grades 9-10 have been included in each high school Social Studies course. If a course is taught at the 11th or 12th grade level, then the CCSS for Reading and Writing Grades 11-12 must be used for social studies literacy instruction. A copy of the CCSS for Reading and Writing Grades 11-12 are found in Appendix C.

**The Common Core History/Social Studies Reading and Writing Literacy Skills are to be integrated throughout all of the content standards and used for instructional delivery of the content.**

#### Celebrate Freedom Week

In order to educate Oklahoma students about the sacrifices made for freedom on behalf of the country and the values on which this country was founded, November 11 has been designated “Veterans Day,” and the week in which November 11 falls has been designated “Celebrate Freedom Week” for the public schools of Oklahoma. As part of a social studies class, during Celebrate Freedom Week or during another full school week as determined by the local board of education, appropriate instruction concerning the intent, meaning, and importance of the *Declaration of Independence* and the *United States Constitution*, including the *Bill of Rights*, in their historic contexts shall occur.

The study of the *Declaration of Independence* is to include the study and the relationship of ideas expressed in that document to subsequent American history

Students in Grades 3-12 shall study and recite the following from the “social contract” selection of the *Declaration of Independence*:

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. – That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.

The board of education of each public school district shall ensure that each school in its district will on Veterans Day conduct and observe an appropriate Veterans Day Assembly program of at least one class period that remembers and honors American veterans.

#### PROCESS AND LITERACY SKILLS

**Process and Literacy Standard 1: Reading Skills.  
The student will develop and demonstrate social studies Common Core reading literacy skills.**

##### A. Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

##### B. Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

##### C. Integration of Knowledge and Ideas

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
9. Compare and contrast treatments of the same topic in several primary and secondary sources.

#### D. Range of Reading and Level of Text Complexity

10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

### Process and Literacy Standard 2: Writing Skills. The student will develop and demonstrate Common Core social studies writing literacy skills.

#### A. Text Types and Purposes

1. Write arguments focused on discipline-specific content.
  - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
  - b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
  - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from or supports the argument presented.
2. Write informative/explanatory texts, including the narration of historic events, scientific procedures/experiments, or technical processes.
  - a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a

style appropriate to the discipline and context as well as to the expertise of likely readers.

- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
3. (See note; not applicable as a separate requirement)

#### B. Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

#### C. Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.

#### D. Range of Writing

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historic import.

## CONTENT SKILLS

**Content Standard 1: The student will analyze and summarize the impact on the modern world of the major world religions and the philosophical political principles of ancient and classical societies.**

1. Cite specific textual and visual evidence to evaluate the impact of geography and various trade networks connecting Asia, Europe, and Africa on the spread of religions, philosophies, and political beliefs.
2. Examine the origins, traditions, beliefs, and impact of Judaism on ancient and modern societies including the religious concept of monotheism and its influence into the modern eras.
3. Compare using specific textual evidence the contributions of Greek and Roman philosophers to political ideas using selections from Plato's *Republic*, Aristotle's *Politics*, Cicero's *On the Republic* and *On the Laws*, and their impact on later political thought in Western societies.
4. Examine the origins, traditions, and beliefs of Hinduism and Buddhism, and explain their influence on the civilization of India, China, and Southeast Asia, and their influence into the modern eras.
5. Examine the origins, traditions, beliefs, and impact of Christianity including its spread under the Roman Empire; its preservation by the Roman Catholic Church; the Byzantines and the Orthodox churches; and its influence into the modern eras.
6. Examine the origins, traditions, beliefs, and impact of Confucianism and Daoism including how those ideas and beliefs influenced Asian civilizations into the modern eras.
7. Examine the origins, traditions, beliefs, and impact of Islam including the religious, political, and economic causes and effects of the Crusades on the spread of Islam, and the influence of Islam into the modern eras.

**Content Standard 2: The student will analyze patterns of social, economic, political, and cultural changes of the Renaissance and Reformation.**

1. Cite specific textual and visual evidence to assess the significance of the Renaissance on politics and artistic creativity as exemplified by Machiavelli, Michelangelo, and daVinci.
2. Summarize how the theological movements during the Reformation transformed society by comparing the impact of the ideas of Martin Luther and John Calvin.
3. Analyze migration, settlement patterns, and cultural diffusion caused by the competition for resources among European nations during the Age of Exploration including the impact of the Columbian Exchange and the Atlantic slave trade.

**Content Standard 3: The student will evaluate modern revolutionary movements influenced by the European Age of Absolutism and the Enlightenment including political, economic, and social transformations.**

1. Summarize the establishment and authority exercised by absolute monarchies including Louis XIV, Frederick the Great, and Peter the Great.
2. Compare how scientific theories and technological discoveries including those made by Newton, Copernicus, and Galileo brought about social and cultural changes.
3. Cite specific textual and visual evidence to analyze the impact of the Enlightenment including the theories of John Locke and Adam Smith on modern government and economic institutions.
4. Compare and contrast the causes and lasting impact of England's Glorious Revolution, the American Revolution, and the French Revolution on the decline of monarchy and on the rise of representative government including the impact of the Napoleonic Wars and the resulting Congress of Vienna.
5. Summarize the influence and global impact of emerging democratic ideals on the Latin American and Caribbean revolutions including Haiti, Mexico, and Bolivia.

**Content Standard 4: The student will evaluate the global transformation brought about by the Industrial Revolution and the World Wars.**

1. Summarize the impact of massive social and economic changes as a result of industrialization including Marxist criticisms of capitalism.
2. Cite specific textual and visual evidence to explain the rationales and consequences of imperialism on Asia, Africa, and the Americas including colonization and the exploitation of natural resources and peoples.
3. Analyze socialism, communism, and the Bolshevik Revolution as responses to market economies.
4. Evaluate the forces of nationalism and militarism, as well as the systems of alliances as causes of World War I.
5. Examine the causes of World War II including the failure of the *Treaty of Versailles*, the impact of the Great Depression, and the rise of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan.
6. Cite specific textual and visual evidence to analyze World War II including the leadership of Winston Churchill, Franklin Roosevelt, Josef Stalin, Adolf Hitler, Benito Mussolini, and Hideki Tōjō, the key strategic decisions, and the war's significant turning points.
7. Evaluate the effects of World War II including military and economic power shifts, purposes of the United Nations and NATO, and the origins and escalation of the Cold War.



8. Cite specific textual and visual evidence to examine the causes, course, and effects of the Holocaust; and compare and contrast eyewitness accounts of camp inmates, survivors, liberators, and perpetrators; and, summarize world responses resulting in the Nuremberg Trials and the move to establish a Jewish homeland in Palestine.

**Content Standard 5: The student will evaluate post World War II regional events leading to the transformations of the modern world.**

1. Cite specific textual and visual evidence to describe the creation of the modern state of Israel, the ongoing regional disputes with its Arab neighbors, the continuing hostilities between Iran and Iraq, and the impact of significant regional leaders including Golda Meir, Anwar Sadat, Yasser Arafat, Saddam Hussein, and the Ayatollah Khomeini.
2. Compare the Chinese Communist Revolution under the leadership of Mao Zedong, the effects of the Great Leap Forward and the Cultural Revolution to recent attempts toward economic and democratic reforms including the Tiananmen Square demonstrations, limited privatization, and foreign investments.
3. Cite specific textual and visual evidence to examine the origins of India as a modern world power by tracing the struggle for independence achieved through Mohandas K. Gandhi's non-violent civil disobedience movement, the development of India's industrial and service-oriented economy, and the ongoing threat of nuclear warfare between India and Pakistan.
4. Evaluate the effects of Poland's Solidarity Movement, Soviet President Mikhail Gorbachev's policies of the *perestroika* and *glasnost*, the fall of the Berlin Wall, the reunification of Germany, the collapse of Communism and the breakup of the Soviet Union that resulted in new independent countries.
5. Assess the impact of continuing African independence movements on human rights and the global expansion

of democracy including the effects of Pan-Africanism on changing political boundaries, Kwame Nkrumah's struggle for self-government in Ghana, and South Africa dismantling its apartheid system under the leadership of Nelson Mandela and Desmond Tutu.

6. Compare and contrast multiple perspectives to examine the religious, ethnic and political origins, as well as the lasting impact of modern genocide and conflicts including Northern Ireland's Troubles, acts of genocide by the Khmer Rouge in Cambodia, ethnic-cleansing in the Balkans, Rwanda's mass murders, and the ethnic and religious crisis in Darfur.

**Content Standard 6: The student will evaluate contemporary global issues and challenges.**

1. Describe the ongoing impact of interdependence on the world's economies resulting in the creation and growth of multinational organizations including the challenges faced by the European Economic Community, the cooperative efforts of OPEC, the emergence of the Pacific Rim economy, and the roles of the World Bank and World Trade Organization.
2. Cite specific textual and visual evidence to examine the changing patterns of population growth, the cycle of disease and poverty, the impact of the Green Revolution on future food supplies, and the status of women in developing regions.
3. Cite specific textual and visual evidence to describe the impact of ongoing cultural diffusion as a result of the development of mass communication, social media, transportation systems, and global trade.
4. Describe the rise of international terrorism including the causes and effects of the attacks on the World Trade Center Towers in 1993, the attacks on 9/11 in 2001, and other acts of international terrorism including London, Madrid, and Mumbai, and analyze the policies and actions of world powers to counter and combat terrorism including the wars in Afghanistan and Iraq.



**“GENERAL SECRETARY GORBACHEV, IF YOU SEEK PEACE, IF YOU SEEK PROSPERITY FOR THE SOVIET UNION AND EASTERN EUROPE, IF YOU SEEK LIBERALIZATION: COME HERE TO THIS GATE! MR. GORBACHEV, OPEN THIS GATE! MR. GORBACHEV, TEAR DOWN THIS WALL!”**

TEAR DOWN THIS WALL - RONALD REAGAN - JUNE 12, 1987