Comparison: *Oklahoma Academic Standards for U.S. History* and AP U.S. History Framework

On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.

Oklahoma U.S. History Content Standards (2012)	Advanced Placement United States History Content Guidelines (September 2014)
	Key Concept 1.1: Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other.
4.2.1	I. As settlers migrated and settled across the vast expanse of North America over time, they developed quite different and increasingly complex societies by adapting to and transforming their diverse environments. **(PEO-1) (ENV-1) (ENV-2)**
4.2.1	A. The spread of maize cultivation from present-day Mexico northward into the American Southwest and beyond supported economic development and social diversification among societies in these areas; a mix of foraging and hunting did the same for societies in the Northwest and areas of California.
4.2.1	B. Societies responded to the lack of natural resources in the Great Basin and the western Great Plains by developing largely mobile lifestyles.
4.2.1	C. In the Northeast and along the Atlantic Seaboard, some societies developed a mixed agricultural and hunter–gatherer economy that favored the development of permanent villages.
	Key Concept 1.2: European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.
4.2.3	I. The arrival of Europeans in the Western Hemisphere in the 15th and 16th centuries triggered extensive demographic and social changes on both sides of the Atlantic. **(PEO-4) (PEO-5) (ENV-1) (WXT-1) (WXT-4) (WOR-1)**
4.2.4	A. Spanish and Portuguese exploration and conquest of the Americas led to widespread deadly epidemics, the emergence of racially mixed populations, and a caste system defined by an intermixture among Spanish settlers, Africans, and Native Americans.
	B. Spanish and Portuguese traders reached West Africa and partnered with some African groups to exploit local resources and recruit slave labor for the Americas.
4.2.4	C. The introduction of new crops and livestock by the Spanish had far-reaching effects on native settlement patterns as well as on economic, social, and political development in the Western Hemisphere.
4.2.4	D. In the economies of the Spanish colonies, Indian labor, used in the encomienda system to support plantation-based agriculture and extract precious metals and other resources, was gradually replaced by African slavery.
4.2.2	II. European expansion into the Western Hemisphere caused intense social/ religious, political, and economic competition in Europe and the promotion of empire building. **(ENV-1) (ENV-4) (WXT-1) (WOR-1) (POL-1)**
4.2.2	A. European exploration and conquest were fueled by a desire for new sources of wealth, increased power and status, and converts to Christianity.
4.2.4	B. New crops from the Americas stimulated European population growth, while new sources of mineral wealth facilitated the European shift from feudalism to capitalism.
4.2.4	C. Improvements in technology and more organized methods for conducting international trade helped drive changes to economies in Europe and the Americas.
	Key Concept 1.3: Contacts among American Indians, Africans, and Europeans challenged the worldviews of each group.

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4.2.3	I. European overseas expansion and sustained contacts with Africans and American Indians dramatically altered European views of social, political, and economic relationships among and between white and nonwhite peoples. **(CUL-1)**
4.2.3 4.2.4	A. With little experience dealing with people who were different from themselves, Spanish and Portuguese explorers poorly understood the native peoples they encountered in the Americas, leading to debates over how American Indians should be treated and how "civilized" these groups were compared to European standards.
	B. Many Europeans developed a belief in white superiority to justify their subjugation of Africans and American Indians, using several different rationales.
4.2.3 4.2.4	II. Native peoples and Africans in the Americas strove to maintain their political and cultural autonomy in the face of European challenges to their independence and core beliefs. **(ID-4) (POL-1) (CUL-1) (ENV-2)**
4.2.4	A. European attempts to change American Indian beliefs and worldviews on basic social issues such as religion, gender roles and the family, and the relationship of people with the natural environment led to American Indian resistance and conflict.
	B. In spite of slavery, Africans' cultural and linguistic adaptations to the Western Hemisphere resulted in varying degrees of cultural preservation and autonomy.

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PERIOD 2: 1607–1754

Europeans and American Indians maneuvered and fought for dominance, control, and security in North America, and distinctive colonial and native societies emerged.

Oklahoma U.S. History Content Standards (2012)	Advanced Placement United States History Content Guidelines (September 2014)
	Key Concept 2.1: Differences in imperial goals, cultures, and the North American environments that different empires confronted led Europeans to develop diverse patterns of colonization.
4.2.2 5.1.1	I. Seventeenth-century Spanish, French, Dutch, and British colonizers embraced different social and economic goals, cultural assumptions, and folkways, resulting in varied models of colonization. **(WXT-2) (PEO-1) (WOR-1) (ENV-4)**
4.2.3	A. Spain sought to establish tight control over the process of colonization in the Western Hemisphere and to convert and/or exploit the native population.
4.2.3	B. French and Dutch colonial efforts involved relatively few Europeans and used trade alliances and intermarriage with American Indians to acquire furs and other products for export to Europe.
4.2.3 5.2.4	C. Unlike their European competitors, the English eventually sought to establish colonies based on agriculture, sending relatively large numbers of men and women to acquire land and populate their settlements, while having relatively hostile relationships with American Indians.
5.1.4.c	II. The British–American system of slavery developed out of the economic, demographic, and geographic characteristics of the British-controlled regions of the New World. **(WOR-1) (WXT-4) (ID-4) (POL-1) (CUL-1)**
5.1.4.c 5.2.1 5.2.3	A. Unlike Spanish, French, and Dutch colonies which accepted intermarriage with native peoples, English colonies attracted both males and females who rarely intermarried with native peoples leading to the development of a rigid racial hierarchy.
5.2.1 5.2.3 5.1.4.b 5.1.4.c 5.2.4	B. The abundance of land, a shortage of indentured servants, the lack of an effective means to enslave native peoples, and the growing European demand for colonial goods led to the emergence of the Atlantic slave trade.
5.1.4.c 5.2.6	C. Reinforced by a strong belief in British racial and cultural superiority, the British system enslaved black people in perpetuity, altered African gender and kinship relationships in the colonies, and was one factor that led the British colonists into violent confrontations with native peoples.
	D. African developed overt and covert means to resist the dehumanizing aspects of slavery.
5.2.1 5.2.2 5.2.6	III. Along with other factors, environmental and geographical variations, including climate and natural resources, contributed to regional differences in what would become the British colonies. **(WXT-2) (WXT-4) (ENV-2) (ID-5) (PEO-5) (CUL-4)**
5.1.5 a-d 5.2.5 5.2.6	A. The New England colonies founded primarily by Puritans seeking to establish a community of like-minded religious believers, developed a close-knit, homogeneous society and- aided by favorable environmental conditions- a thriving mixed economy of agriculture and commerce.
5.1.2 5.1.4 c 5.2.1 5.2.3 5.2.6	B. The demographically, religiously, and ethnically diverse middle colonies supported a flourishing export economy based on cereal crops, while the Chesapeake colonies and North Carolina relied on the cultivation of tobacco, a labor-intensive product based on white-indentured servants and African chattel.
5.1.4.c 5.2.1	C. The colonies along the southernmost Atlantic coast and the British islands in the West Indies took advantage of long growing seasons by using slave labor to develop economies based on staple

5.2.6	crops; in some cases, enslaved Africans constituted the majority of the population.
	Key Concept 2.2: European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native peoples.
5.1.5.c 5.2.4 8.1.1	I. Competition over resources between European rivals led to conflict within and between North American colonial possessions and American Indians. **(WXT-1) (PEO-1) (WOR-1) (POL-1) (ENV-1)**
5.1.5.c 5.2.4 8.1.1	A. Conflicts in Europe spread to North America, as French, Dutch, British, and Spanish colonies allied, traded with, and armed American Indian groups, leading to continuing political instability.
5.1.2 5.1.4.b 5.1.4.c	B. As European nations competed in North America, their colonies focused on gaining new sources of labor and on producing and acquiring commodities that were valued in Europe.
5.1.2 5.1.4.b 5.1.4.c	C. The goals and interests of European leaders at times diverged from those of colonial citizens, leading to growing mistrust on both sides of the Atlantic, as settlers, especially in the English colonies, expressed dissatisfaction over territorial settlements, frontier defense, and other issues.
5.1.2 5.1.4.b 5.1.4.c	**II. Clashes between European and American Indian social and economic values caused changes in both cultures. (ID-4) (WXT-1) (PEO-4) (PEO-5) (POL-1) (CUL-1)**
5.1.2 5.1.4.b 5.1.4.c	A. Continuing contact with Europeans increased the flow of trade goods and diseases into and out of native communities, stimulating cultural and demographic changes.
	B. Spanish colonizing efforts in North America, particularly after the Pueblo Revolt, saw an accommodation with some aspects of American Indian culture; by contrast, conflict with American Indians tended to reinforce English colonists' worldviews on land and gender roles.
5.2.4	C. By supplying American Indian allies with deadlier weapons and alcohol and by rewarding Indian military actions, Europeans helped increase the intensity and destructiveness of American Indian warfare.
	Key Concept 2.3: The increasing political, economic, and cultural exchanges within the "Atlantic World" had a profound impact on the development of colonial societies in North America.
5.2.3 5.2.6	I. "Atlantic World" commercial, religious, philosophical, and political interactions among Europeans, Africans, and American native peoples stimulated economic growth, expanded social networks, and reshaped labor systems. (WXT-1) **(WXT-4) (WOR-1) (WOR-2) (CUL-4)**
5.2.1 5.2.3 5.2.5 5.2.6	A. The growth of an Atlantic economy throughout the 18th century created a shared labor market and a wide exchange of New World and European goods, as seen in the African slave trade and the shipment of products from the Americas.
5.2.1 5.2.2 5.2.3 5.2.5 5.2.6	B. Several factors promoted Anglicization in the British colonies: the growth of autonomous political communities based on English models, the development of commercial ties and legal structures, the emergence of a trans-Atlantic print culture, Protestant evangelism, religious toleration, and the spread of European Enlightenment ideas.
	C. The presence of slavery and the impact of colonial wars stimulated the growth of ideas on race in this Atlantic system, leading to the emergence of racial stereotyping and the development of strict racial categories among British colonists, which contrasted with Spanish and French acceptance of racial gradations.
	II. Britain's desire to maintain a viable North American empire in the face of growing internal challenges and external competition inspired efforts to strengthen its imperial control, stimulating increasing resistance from colonists who had grown accustomed to a large measure of autonomy. **(WOR-1) (WOR-2) (ID-1) (CUL-4)**

Comparison: *Oklahoma Academic Standards for U.S. History* and AP U.S. History Framework

5.1.4.a 5.2.2	A. As regional distinctiveness among the British colonies diminished over time, they developed largely similar patterns of culture, laws, institutions, and governance within the context of the British imperial system.
	B. Late 17th-century efforts to integrate Britain's colonies into a coherent, hierarchical imperial structure and pursue mercantilist economic aims met with scant success due largely to varied forms of colonial resistance and conflicts with American Indian groups, and were followed by nearly a half-century of the British government's relative indifference to colonial governance.
	C. Resistance to imperial control in the British colonies drew on colonial experiences of self-government, evolving local ideas of liberty, the political thought of the Enlightenment, greater religious independence and diversity, and an ideology critical of perceived corruption in the imperial system.
5.3.1.a	A. English population growth and expansion into the interior disrupted existing French–Indian fur trade networks and caused various Indian nations to shift alliances among competing European powers.

Comparison: *Oklahoma Academic Standards for U.S. History* and AP U.S. History Framework

PERIOD 3: 1754–1800

British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation's social, political, and economic identity.

Oklahoma U.S. History Content Standards (2012)	Advanced Placement United States History Content Guidelines (September 2014)
	Key Concept 3.1: Britain's victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists, and American Indians, culminating in the creation of a new nation, the United States.
8.1.1	I. Throughout the second half of the 18th century, various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the new U.S. government. **(ID-4) (POL-1) (ENV-2) (ENV-4) (CUL-1)**
8.1.1	A. English population growth and expansion into the interior disrupted existing French–Indian fur trade networks and caused various Indian nations to shift alliances among competing European powers.
8.1.1	B. After the British defeat of the French, white–Indian conflicts continued to erupt as native groups sought both to continue trading with Europeans and to resist the encroachment of British colonists on traditional tribal lands.
8.1.1	C. During and after the colonial war for independence, various tribes attempted to forge advantageous political alliances with one another and with European powers to protect their interests, limit migration of white settlers, and maintain their tribal lands.
5.3.1.a-d 8.1.1 8.1.2.a 8.1.2.b	II. During and after the imperial struggles of the mid-18th century, new pressures began to unite the British colonies against perceived and real constraints on their economic activities and political rights, sparking a colonial independence movement and war with Britain. (ID-1) (WXT-1) (POL-1) (WOR-1) (CUL-2) (CUL-4)
5.3.1.a-d 8.1.1 8.1.2.a 8.1.2.b	A. Great Britain's massive debt from the Seven Years' War resulted in renewed efforts to consolidate imperial control over North American markets, taxes, and political institutions — actions that were supported by some colonists but resisted by others.
5.3.1.f 5.3.1.i 8.1.3. a-e	B. The resulting independence movement was fueled by established colonial elites, as well as by grassroots movements that included newly mobilized laborers, artisans, and women, and rested on arguments over the rights of British subjects, the rights of the individual, and the ideas of the Enlightenment.
5.3.1 5.3.2 5.3.3 5.3.4 5.3.5 5.3.6 8.2.2 8.2.3	C. Despite considerable loyalist opposition, as well as Great Britain's apparently overwhelming military and financial advantages, the patriot cause succeeded because of the colonists' greater familiarity with the land, their resilient military and political leadership, their ideological commitment, and their support from European allies.
	III. In response to domestic and international tensions, the new United States debated and formulated foreign policy initiatives and asserted an international presence. **(WOR-5) (POL-2)**
	A. The continued presence of European powers in North America challenged the United States to

	find ways to safeguard its borders, maintain neutral trading rights, and promote its economic interests.
	B. The French Revolution's spread throughout Europe and beyond helped fuel Americans debate not only about the nature of the United States' domestic order but also about its proper role in the world.
5.5.1 8.4.1.b	C. Although George Washington's Farewell Address warned about the dangers of divisive political parties and permanent foreign alliances, European conflict and tensions with Britain and France fueled increasingly bitter partisan debates throughout the 1790s.
5.3.2 5.3.3 8.1.4 8.1.5	Key Concept 3.2: In the late 18th century, new experiments with democratic ideas and republican forms of government, as well as other new religious, economic, and cultural ideas, challenged traditional imperial systems across the Atlantic World.
	I. During the 18th century, new ideas about politics and society led to debates about religion and governance and ultimately inspired experiments with new governmental structures. **(ID-1) (POL-5) (WOR-2) (CUL-4)**
5.3.2 5.3.3 8.1.4 8.1.5	A. Protestant evangelical religious fervor strengthened many British colonists' understandings of themselves as a chosen people blessed with liberty, while Enlightenment philosophers and ideas inspired many American political thinkers to emphasize individual talent over hereditary privilege.
5.3.1.i 5.3.3 8.1.2.d 8.1.4 8.1.5	B. The colonists' belief in the superiority of republican self-government based on the natural rights of the people found its clearest American expression in Thomas Paine's Common Sense and in the Declaration of Independence.
5.3.4 5.4.1 8.3.1	C. Many new state constitutions and the national Articles of Confederation, reflecting republican fears of both centralized power and excessive popular influence, placed power in the hands of the legislative branch and maintained property qualifications for voting and citizenship.
5.4.1 5.4.2 5.4.3 8.3.1 8.3.2 8.3.3 8.3.4 8.3.5	II. After experiencing the limitations of the Articles of Confederation, American political leaders wrote a new Constitution based on the principles of federalism and separation of powers, crafted a Bill of Rights, and continued their debates about the proper balance between liberty and order. **(WXT-6) (POL-5) (WOR-5)**
5.4.1 8.3.1	A. Difficulties over trade, finances, and interstate and foreign relations, as well as internal unrest, led to calls for significant revisions to the Articles of Confederation and a stronger central government.
5.4.2 8.3.2	B. Delegates from the states worked through a series of compromises to form a Constitution for a new national government while providing limits on federal power.
5.4.4 8.3.3	C. Calls during the ratification process for greater guarantees of rights resulted in the addition of a Bill of Rights shortly after the Constitution was adopted.
5.5.1 5.5.2 8.4.1 a 8.4.1.b 8.4.1.c 8.4.1.d	D. As the first national administrations began to govern under the Constitution, continued debates about such issues as the relationship between the national government and the states, economic policy, and the conduct of foreign affairs led to the creation of political parties.
	III. While the new governments continued to limit rights to some groups, ideas promoting self-

	government and personal liberty reverberated around the world. **(ID-4) (WOR-2) (POL-5) (CUL-2)**
5.3.6	A. During and after the American Revolution, an increased awareness of the inequalities in society motivated some individuals and groups to call for the abolition of slavery and greater political democracy in the new state and national governments.
5.4.2 8.3.2	B. The constitutional framers postponed a solution to the problems of slavery and the slave trade, setting the stage for recurring conflicts over these issues in later years.
	C. The American Revolution and the ideals set forth in the Declaration of Independence had reverberations in France, Haiti, and Latin America, inspiring future rebellions.
	Key Concept 3.3: Migration within North America, cooperative interaction, and competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of a multiethnic, multiracial national identity.
	I. As migrants streamed westward from the British colonies along the Atlantic seaboard, interactions among different groups that would continue under an independent United States resulted in competition for resources, shifting alliances, and cultural blending. **(ID-5) (ID-6) (PEO-5) (POL-1) (WOR-1) (WOR-5)**
	A. The French withdrawal from North America and the subsequent attempt of various native groups to reassert their power over the interior of the continent resulted in new white–Indian conflicts along the western borders of British and, later, the U.S. colonial settlement and among settlers looking to assert more power in interior regions.
	B. Migrants from within North America and around the world continued to launch new settlements in the West, creating new distinctive backcountry cultures and fueling social and ethnic tensions.
	C. The Spanish, supported by the bonded labor of the local Indians, expanded their mission settlements into California, providing opportunities for social mobility among enterprising soldiers and settlers that led to new cultural blending.
	II. The policies of the United States that encouraged western migration and the orderly incorporation of new territories into the nation both extended republican institutions and intensified conflicts among American Indians and Europeans in the trans-Appalachian West. **(POL-1) (PEO-4) (WOR-5)**
5.4.1 8.3.1e	A. As settlers moved westward during the 1780s, Congress enacted the Northwest Ordinance for admitting new states and sought to promote public education, the protection of property, and the restriction of slavery in the Northwest Territory.
8.4.2.C	B. The Constitution's failure to precisely define the relationship between American Indian tribes and the national government led to problems regarding treaties and Indian legal claims relating to the seizure of Indian lands.
8.4.1.E	C. As western settlers sought free navigation of the Mississippi River, the United States forged diplomatic initiatives to manage the conflict with Spain and to deal with the continued British presence on the American continent.
	III. New voices for national identity challenged tendencies to cling to regional identities, contributing to the emergence of distinctly American cultural expressions. **(ID-5) (WXT-2) (WXT-4) (POL-2) (CUL-2) (ENV-3)**
8.4.2.A 8.4.2.B	A. As national political institutions developed in the new United States, varying regionally based positions on economic, political, social, and foreign policy issues promoted the development of political parties.
8.4.4, 8.4.6.D	B. The expansion of slavery in the lower South and adjacent western lands, and its gradual disappearance elsewhere, began to create distinctive regional attitudes toward the institution.
8.4.5	C. Enlightenment ideas and women's experiences in the movement for independence promoted an ideal of "republican motherhood", which called on white women to maintain and teach republican values within the family and granted women a new importance in American political culture.

Comparison: *Oklahoma Academic Standards for U.S. History* and AP U.S. History Framework

PERIOD 4: 1800–1848

> The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic changes.

Oklahoma U.S. History Content Standards (2012)	Advanced Placement United States History Content Guidelines (September 2014)
	Key Concept 4.I. The nation's transformation to a more participatory democracy was accompanied by continued debates over federal power, the relationship between the federal government and the states, the authority of different branches of the federal government, and the rights and responsibilities of individual citizens. **(POL-2) (POL-5) (POL-6) (ID-5)**
8.4.1.C	A. As various constituencies and interest groups coalesced and defined their agendas, various political parties, most significantly the Federalists and Democratic-Republicans in the 1790s and the Democrats and Whigs in the 1830s, were created or transformed to reflect and/or promote those agendas.
8.4.1.F 8.4.2.C	B. Supreme Court decisions sought to assert federal power over state laws and the primacy of the judiciary in determining the meaning of the Constitution.
8.4.2.B	C. With the acceleration of a national and international market economy, Americans debated the scope of government's role in the economy, while diverging economic systems meant that regional political and economic loyalties often continued to overshadow national concerns.
8.5.1	D. Many white Americans in the South asserted their regional identity through pride in the institution of slavery, insisting that the federal government should defend that institution.
	II. Concurrent with an increasing international exchange of goods and ideas, larger numbers of Americans began struggling with how to match democratic political ideals to political institutions and social realities. **(CUL-2) (POL-3) (POL-6) (WOR-2)**
8.4.5	A. The Second Great Awakening, liberal social ideas from abroad, and Romantic beliefs in human perfectibility fostered the rise of voluntary organizations to promote religious and secular reforms, including abolition and women's rights.
8.4.4 8.4.5 8.4.6.D	B. Despite the outlawing of the international slave trade, the rise in the number of free African Americans in both the North and the South, and widespread discussion of various emancipation plans, the United States and many state governments continued to restrict African Americans' citizenship possibilities.
8.4.2.C 8.4.6.C	C. Resistance to initiatives for democracy and inclusion included proslavery arguments, rising xenophobia, antiblack sentiments in political and popular culture, and restrictive anti-Indian policies.
	III. While Americans celebrated their nation's progress toward a unified new national culture that blended Old World forms with New World ideas, various groups of the nation's inhabitants developed distinctive cultures of their own. **(ID-1) (ID-2) (ID-5) (CUL-2) (CUL-5)**
	A. A new national culture emerged, with various Americans creating art, architecture, and literature that combined European forms with local and regional cultural sensibilities.
	B. Various groups of American Indians, women, and religious followers developed cultures reflecting their interests and experiences, as did regional groups and an emerging urban middle class.
8.4.4 8.4.5	C. Enslaved and free African Americans, isolated at the bottom of the social hierarchy, created communities and strategies to protect their dignity and their family structures, even as some launched abolitionist and reform movements aimed at changing their status.
	Key Concept 4.2: Developments in technology, agriculture, and commerce precipitated profound

	changes in U.S. settlement patterns, regional identities, gender and family relations, political power, and distribution of consumer goods.
8.4.3	I. A global market and communications revolution, influencing and influenced by technological innovations, led to dramatic shifts in the nature of agriculture and manufacturing. **(WXT-2) (WXT-5)**
8.4.3	A. Innovations including textile machinery, steam engines, interchangeable parts, canals, railroads, and the telegraph, as well as agricultural inventions, both extended markets and brought efficiency to production for those markets.
8.4.3	B. Increasing numbers of Americans, especially women in factories and low-skilled male workers, no longer relied on semisubsistence agriculture but made their livelihoods producing goods for distant markets, even as some urban entrepreneurs went into finance rather than manufacturing.
8.4.3	II. Regional economic specialization, especially the demands of cultivating southern cotton, shaped settlement patterns and the national and international economy. **(PEO-2) (PEO-3) (WXT-2) (WXT-5) (WXT-6)**
8.4.3	A. Southern cotton furnished the raw material for manufacturing in the Northeast, while the growth in cotton production and trade promoted the development of national economic ties, shaped the international economy, and fueled the internal slave trade.
8.4.3	B. Despite some governmental and private efforts to create a unified national economy, most notably the American System, the shift to market production linked the North and Midwest more closely than either was linked to the South.
8.4.2C	C. Efforts to exploit the nation's natural resources led to government efforts to promote free and forced migration of various American peoples across the continent as well as to competing ideas about defining and managing labor systems, geographical boundaries, and natural resources.
	III. The economic changes caused by the market revolution had significant effects on migration patterns, gender and family relations, and the distribution of political power. **(WXT-2) (WXT-7) (PEO-2) (PEO-3) (ID-5) (ID-6)**
	A. With the opening of canals and new roads into the western territories, native-born white citizens relocated westward, relying on new community systems to replace their old family and local relationships.
	B. Migrants from Europe increased the population in the East and the Midwest, forging strong bonds of interdependence between the Northeast and the Old Northwest.
8.4.3 8.4.6.D	C. The South remained politically, culturally, and ideologically distinct from the other sections while continuing to rely on its exports to Europe for economic growth.
	D. The market revolution helped to widen a gap between rich and poor, shaped emerging middle and working classes, and caused an increasing separation between home and workplace, which led to dramatic transformations in gender and in family roles and expectations.
8.4.1H	E. Regional interests continued to trump national concerns as the basis for many political leaders' positions on economic issues including slavery, the national bank, tariffs, and internal improvements.
	Key Concept 4.3: U.S. interest in increasing foreign trade, expanding its national borders, and isolating itself from European conflicts shaped the nation's foreign policy and spurred government and private initiatives.
	I. Struggling to create an independent global presence, U.S. policymakers sought to dominate the North American continent and to promote its foreign trade. **(WOR-5) (WOR-6)**
8.4.1.E 8.4.6.A 8.4.6.B	A. Following the Louisiana Purchase, the drive to acquire, survey, and open up new lands and markets led Americans into numerous economic, diplomatic, and military initiatives in the Western Hemisphere and Asia.
8.4.1.I	B. The United States sought dominance over the North American continent through a variety of means, including military actions, judicial decisions, and diplomatic efforts.

	II. Various American groups and individuals initiated, championed, and/or resisted the expansion of territory and/or government powers. **(WOR-6) (POL-6)**
8.4.1.H 8.4.2.C 8.4.6	A. With expanding borders came public debates about whether to expand and how to define and use the new territories.
8.4.2.B	B. Federal government attempts to assert authority over the states brought resistance from state governments in the North and the South at different times.
8.4.2.C	C. Whites living on the frontier tended to champion expansion efforts, while resistance by American Indians led to a sequence of wars and federal efforts to control American Indian populations.
8.4.1.H 8.4.6.D	III. The American acquisition of lands in the West gave rise to a contest over the extension of slavery into the western territories as well as a series of attempts at national compromise. (ENV-3) (POL-6)
8.4.1H	A. The 1820 Missouri Compromise created a truce over the issue of slavery that gradually broke down as confrontations over slavery became increasingly bitter.
	B. As over-cultivation depleted arable land in the Southeast, slaveholders relocated their agricultural enterprises to the new Southwest, increasing sectional tensions over the institution of slavery and sparking a broad-scale debate about how to set national goals, priorities, and strategies.

Comparison: *Oklahoma Academic Standards for U.S. History* and AP U.S. History Framework

PERIOD 5: 1844–1877

As the nation expanded and its population grew, regional tensions, especially over slavery, led to a civil war — the course and aftermath of which transformed American society.

Oklahoma U.S. History Content Standards (2012)	Advanced Placement United States History Content Guidelines (September 2014)
	Key Concept 5.1: The United States became more connected with the world as it pursued an expansionist foreign policy in the Western Hemisphere and emerged as the destination for many migrants from other countries.
8.4.6	I. Enthusiasm for U.S. territorial expansion, fueled by economic and national security interests and supported by claims of U.S. racial and cultural superiority, resulted in war, the opening of new markets, acquisition of new territory, and increased ideological conflicts. **(ID-2) (WXT-2) (WOR-5) (WOR-6) (ENV-3) (ENV-4)**
8.4.6	A. The idea of Manifest Destiny, which asserted U.S. power in the Western Hemisphere and supported U.S. expansion westward, was built on a belief in white racial superiority and a sense of American cultural superiority, and helped to shape the era's political debates.
8.4.6.A 8.4.6.B	B. The acquisition of new territory in the West and U.S. victory in Mexican-American War were accompanied by a heated controversy over allowing or forbidding slavery in newly acquired territories.
8.4.6.C	C. The desire for access to western resources led to the environmental transformation of the region, new economic activities, and increased settlement in areas forcibly taken from American Indians.
	D. U.S. interest in expanding trade led to economic, diplomatic, and cultural initiatives westward to Asia.
	II. Westward expansion, migration to and within the United States, and the end of slavery reshaped North American boundaries and caused conflicts over American cultural identities, citizenship, and the question of extending and protecting rights for various groups of U.S. inhabitants. **(ID-6) (WXT-6) (PEO-2) (PEO-5) (PEO-6) (POL-6)**
HSUSH.1.2.A	A. Substantial numbers of new international migrants — who often lived in ethnic communities and retained their religion, language, and customs — entered the country prior to the Civil War, giving rise to a major, often violent nativist movement that was strongly anti-Catholic and aimed at limiting immigrants' cultural influence and political and economic power.
HSUSH.1.2.A	B. Asian, African American, and white peoples sought new economic opportunities or religious refuge in the West, efforts that were boosted during and after the Civil War with the passage of new legislation promoting national economic development.
HSUSH.1.2.B HSUSH.1.2.C	C. As the territorial boundaries of the United States expanded and the migrant population increased, U.S. government interaction and conflict with Hispanics and American Indians increased, altering these groups' cultures and ways of life and raising questions about their status and legal rights.
8.6.1	Key Concept 5.2: Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.
8.4.6	I. The institution of slavery and its attendant ideological debates, along with regional economic and demographic changes, territorial expansion in the 1840s and 1850s, and cultural differences between the North and the South, all intensified sectionalism. **(ID-5) (POL-3) (POL-5) (POL-6) (CUL-2) (CUL-6)**
8.4.3	A. The North's expanding economy and its increasing reliance on a free-labor manufacturing

	economy contrasted with the South's dependence on an economic system characterized by slave-based agriculture and slow growth population.
8.4.5	B. Abolitionists, although a minority in the North, mounted a highly visible campaign against slavery, adopting strategies of resistance ranging from fierce arguments against an institution and assistance in helping slaves escape to willingness to use violence to achieve their goals.
8.4.2.B	C. States' rights, nullification, and racist stereotyping provided the foundation for the Southern defense of slavery as a positive good.
8.5.1.A 8.5.1.C 8.5.1.D 8.5.2.A 8.5.2.B	II. Repeated attempts at political compromise failed to calm tensions over slavery and often made sectional tensions worse, breaking down the trust between sectional leaders and culminating in the bitter election of 1860, followed by the secession of southern states. (POL-2) (POL-6) (PEO-5) (ID-5)
8.5.1.A 8.5.1.C 8.5.1.D	A. National leaders made a variety of proposals to resolve the issue of slavery in the territories, including the Compromise of 1850, the Kansas-Nebraska Act, and the Dred Scott decision, but these ultimately failed to reduce sectional conflict.
	B. The second party system ended when the issues of slavery and anti-immigrant nativism weakened loyalties to the two major parties and fostered the emergence of sectional parties, most notably the Republican Party in the North and the Midwest.
8.5.2.A 8.5.2.B	C. Lincoln's election on a free soil platform in the election of 1860 led various Southern leaders to conclude that their states must secede from the Union, precipitating civil war.
	Key Concept 5.3: The Union victory in the Civil War and the contested Reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.
	I. The North's greater manpower and industrial resources, its leadership, and the decision for emancipation eventually led to the Union military victory over the Confederacy in the devastating Civil War. **(POL-5) (CUL-2) (ENV-3)**
	A. Both the Union and the Confederacy mobilized their economies and societies to wage the war even while facing considerable home front opposition.
8.5.4.B	B. Lincoln's decision to issue the Emancipation Proclamation changed the purpose of the war, enabling many African Americans to fight in the Union Army and helping prevent the Confederacy from gaining full diplomatic support from European powers.
8.5.3 8.5.4.A-8.5.4.G	C. Although Confederate leadership showed initiative and daring early in the war, the Union ultimately succeeded due to improved military leadership, more effective strategies, key victories, greater resources, and the wartime destruction of the South's environment and infrastructure. **(POL-5) (POL-6) (ID-5) 59 (POL-5) (POL-6) (ID-5)**
	II. The Civil War and Reconstruction altered power relationships between the states and the federal government and among the executive, legislative, and judicial branches, ending slavery and the notion of a divisible union but leaving unresolved questions of relative power and largely unchanged social and economic patterns. (POL-5) (POL-6) (ID-5)
8.6.2 8.6.3 HSUSH.1.1.A	A. The 13th Amendment abolished slavery, bringing about the war's most dramatic social and economic change, but the exploitative and soil-intensive sharecropping system endured for several generations.
8.6.5 8.6.1 HSUSH.1.1	B. Efforts by radical and moderate Republicans to reconstruct the defeated South changed the balance of power between Congress and the presidency and yielded some short-term successes, reuniting the union, opening up political opportunities and other leadership roles to former slaves, and temporarily rearranging the relationships between white and black people in the South.
8.6.1	C. Radical Republicans' efforts to change southern racial attitudes and culture and establish a base for their party in the South ultimately failed due both to determined southern resistance and to

	the North's waning resolve.
	III. The constitutional changes of the Reconstruction period embodied a Northern idea of American identity and national purpose and led to conflicts over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities. **(ID-2) (POL-6)**
8.6.2 HSUSH.1.1.A	A. Although citizenship, equal protection of the laws, and voting rights were granted to African Americans in the 14th and 15th Amendments, these rights were progressively stripped away through segregation, violence, Supreme Court decisions, and local political tactics.
	B. The women's rights movement was both emboldened and divided over the 14th and 15th Amendments to the Constitution.
8.6.2 HSUSH.1.1.B	C. The Civil War Amendments established judicial principles that were stalled for many decades but eventually became the basis for court decisions upholding civil rights.

Comparison: *Oklahoma Academic Standards for U.S. History* and AP U.S. History Framework

PERIOD 6: 1865–1898

The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes.

Oklahoma U.S. History Content Standards (2012)	Advanced Placement United States History Content Guidelines (September 2014)
	Key Concept 6.1: The rise of big business in the United States encouraged massive migrations and urbanization, sparked government and popular efforts to reshape the U.S. economy and environment, and renewed debates over U.S. national identity.
	I. Large-scale production — accompanied by massive technological change, expanding international communication networks, and pro-growth government policies — fueled the development of a "Gilded Age" marked by an emphasis on consumption, marketing, and business consolidation. (WXT-3) (WXT-6) (WOR-3) (CUL-3) (CUL-5)
HSUSH.1.3	A. Following the Civil War, government subsidies for transportation and communication systems opened new markets in North America, while technological innovations and redesigned financial and management structures such as monopolies sought to maximize the exploitation of natural resources and a growing labor force.
HSUSH.2.1.A	B. Businesses and foreign policymakers increasingly looked outside U.S. borders in an effort to gain greater influence and control over markets and natural resources in the Pacific, Asia, and Latin America.
HSUSH.1.3.A	C. Business leaders consolidated corporations into trusts and holding companies and defended their resulting status and privilege through theories such as Social Darwinism.
	D. As cities grew substantially in both size and in number, some segments of American society enjoyed lives of extravagant "conspicuous consumption," while many others lived in relative poverty.
	II. As leaders of big business and their allies in government aimed to create a unified industrialized nation, they were challenged in different ways by demographic issues, regional differences, and labor movements. **(WXT-5) (WXT-6) (WXT-7) (PEO-6) (ID-5)**
HSUSH.1.2.A HSUSH.1.3.C	A. The industrial workforce expanded through migration across national borders and internal migration, leading to a more diverse workforce, lower wages, and an increase in child labor.
HSUSH.1.3.C HSUSH.1.3.E	B. Labor and management battled for control over wages and working conditions, with workers organizing local and national unions and/or directly confronting corporate power.
	C. Despite the industrialization of some segments of the southern economy, a change promoted by southern leaders who called for a "New South," agrarian sharecropping, and tenant farming systems continued to dominate the region.
	III. Westward migration, new systems of farming and transportation, and economic instability led to political and popular conflicts. **(ENV-5) (WXT-5) (WXT-7) (POL-3) (PEO-3) (PEO-5)**
HSUSH.1.3.F.3	A. Government agencies and conservationist organizations contended with corporate interests about the extension of public control over natural resources, including land and water.
	B. Farmers adapted to the new realities of mechanized agriculture and dependence on the evolving railroad system by creating local and regional organizations that sought to resist corporate control of agricultural markets.
HSUSH.1.3.F.2	C. The growth of corporate power in agriculture and economic instability in the farming

	sector inspired activists to create the People's (Populist) Party, which called for political reform and a stronger governmental role in the American economic system.
HSUSH.1.3.F.3	D. Business interests battled conservationists as the latter sought to protect sections of unspoiled wilderness through the establishment of national parks and other conservationist and preservationist measures.
	Key Concept 6.2: The emergence of an industrial culture in the United States led to both greater opportunities for, and restrictions on, immigrants, minorities, and women.
	I. International and internal migrations increased both urban and rural populations, but gender, racial, ethnic, religious, and socioeconomic inequalities abounded, inspiring some reformers to attempt to address these inequities. **(ID-6) (PEO-2) (PEO-3) (PEO-6) (POL-3)**
HSUSH.1.2.A	A. Increased migrations from Asia and from southern and eastern Europe, as well as African American migrations within and out of the South, accompanied the mass movement of people into the nation's cities and the rural and boomtown areas of the West.
HSUSH.1.3	B. Cities dramatically reflected divided social conditions among classes, races, ethnicities, and cultures, but presented economic opportunities as factories and new businesses proliferated.
HSUSH.1.2.A	C. Immigrants sought both to "Americanize" and to maintain their unique identities; along with others, such as some African Americans and women, they were able to take advantage of new career opportunities even in the face of widespread social prejudices.
HSUSH.1.3.D	D. In an urban atmosphere where the access to power was unequally distributed, political machines provided social services in exchange for political support, settlement houses helped immigrants adapt to the new language and customs, and women's clubs and self-help groups targeted intellectual development and social and political reform.
	II. As transcontinental railroads were completed, bringing more settlers west, U.S. military actions, the destruction of the buffalo, the confinement of American Indians to reservations, and assimilationist policies reduced the number of American Indians and threatened native culture and identity. **(PEO-4) (ENV-5) (POL-6)**
HSUSH.1.2.B HSUSH.1.2.C	A. Post–Civil War migration to the American West, encouraged by economic opportunities and government policies, caused the federal government to violate treaties with American Indian nations in order to expand the amount of land available to settlers.
HSUSH.1.2	B. The competition for land in the West among white settlers, Indians, and Mexican Americans led to an increase in violent conflict.
HSUSH.1.2.B HSUSH.1.2.C	C. The U.S. government generally responded to American Indian resistance with military force, eventually dispersing tribes onto small reservations and hoping to end American Indian tribal identities through assimilation.
	Key Concept 6.3: The "Gilded Age" witnessed new cultural and intellectual movements in tandem with political debates over economic and social policies.
	I. Gilded Age politics were intimately tied to big business and focused nationally on economic issues — tariffs, currency, corporate expansion, and laissez-faire economic policy — that engendered numerous calls for reform. **(POL-6)**
HSUSH.1.3.F.1	A. Corruption in government — especially as it related to big business — energized the public to demand increased popular control and reform of local, state, and national governments, ranging from minor changes to major overhauls of the capitalist system.
HSUSH.1.2.A HSUSH.1.3.G	B. Increasingly prominent racist and nativist theories, along with Supreme Court decisions such as Plessy v. Ferguson, were used to justify violence as well as local and national policies of discrimination and segregation.
	II. New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age. **(ID-2) (CUL-3) (CUL-5) (CUL-6)**
HSUSH.1.3.A	A. Cultural and intellectual arguments justified the success of those at the top of the

	socioeconomic structure as both appropriate and inevitable, even as some leaders argued that the wealthy had some obligation to help the less fortunate.
HSUSH.1.3.A	B. A number of critics challenged the dominant corporate ethic in the United States and sometimes capitalism itself, offering alternate visions of the good society through utopianism and the Social Gospel.
HSUSH.1.3.H HSUSH.1.3.D	C. Challenging their prescribed "place," women and African American activists articulated alternative visions of political, social, and economic equality.

Comparison: *Oklahoma Academic Standards for U.S. History* and AP U.S. History Framework

PERIOD 7: 1890–1945

An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role.

Oklahoma U.S. History Content Standards (2012)	Advanced Placement United States History Content Guidelines (September 2014)
	Key Concept 7.1: Governmental, political, and social organizations struggled to address the effects of large-scale industrialization, economic uncertainty, and related social changes such as urbanization and mass migration.
	I. The continued growth and consolidation of large corporations transformed American society and the nation's economy, promoting urbanization and economic growth, even as business cycle fluctuations became increasingly severe. **(WOR-3) (ID-7) (WXT-3) (WXT-5) (POL-3)**
HSUSH.1.3.A HSUSH.1.3.B HSUSH.3.1.D	A. Large corporations came to dominate the U.S. economy as it increasingly focused on the production of consumer goods, driven by new technologies and manufacturing techniques.
HSUSH.2.3.B HSUSH.3.1.D	B. The United States continued its transition from a rural, agricultural society to an urban, industrial one, offering new economic opportunities for women, internal migrants, and international migrants who continued to flock to the United States.
HSUSH.3.1.D HSUSH.3.2.A, 3.2.B, 3.2.C	C. Even as economic growth continued, episodes of credit and market instability, most critically the Great Depression, led to calls for the creation of a stronger financial regulatory system.
	II. Progressive reformers responded to economic instability, social inequality, and political corruption by calling for government intervention in the economy, expanded democracy, greater social justice, and conservation of natural resources. **(WXT-6) (WXT-7) (WXT-8) (POL-3) (ENV-5) (CUL-5)**
HSUSH.1.3.C, 1.3.F	A. In the late 1890s and the early years of the 20th century, journalists and Progressive reformers — largely urban and middle class, and often female — worked to reform existing social and political institutions at the local, state, and federal levels by creating new organizations aimed at addressing social problems associated with an industrial society.
HSUSH.1.3.F.1	B. Progressives promoted federal legislation to regulate abuses of the economy and the environment, and many sought to expand democracy.
	III. National, state, and local reformers responded to economic upheavals, laissez-faire capitalism, and the Great Depression by transforming the United States into a limited welfare state. (WXT-8) (POL-2) (POL-4) (ID-3) (CUL-5)
HSUSH.3.3.A, 3.3.B, 3.3.C	A. The liberalism of President Franklin Roosevelt's New Deal drew on earlier progressive ideas and represented a multifaceted approach to both the causes and effects of the Great Depression, using government power to provide relief to the poor, stimulate recovery, and reform the American economy.
HSUSH.3.3.B	B. Radical, union, and populist movements pushed Roosevelt toward more extensive reforms, even as conservatives in Congress and the Supreme Court sought to limit the New Deal's scope.
HSUSH.3.3.B	C. Although the New Deal did not completely overcome the Depression, it left a legacy of reforms and agencies that endeavored to make society and individuals more secure, and it helped foster a long-term political realignment in which many ethnic groups, African Americans, and working-class communities identified with the Democratic Party.
	Key Concept 7.2: A revolution in communications and transportation technology helped to create a new mass culture and spread "modern" values and ideas, even as cultural conflicts

	between groups increased under the pressure of migration, world wars, and economic distress.
	I. New technologies led to social transformations that improved the standard of living for many while contributing to increased political and cultural conflicts. **(ID-6) (ID-8) (WXT-3) (WXT-5) (CUL-3) (CUL-6) (CUL-7)**
HSUSH.3.1.A, 3.1.D	A. New technologies contributed to improved standards of living, greater personal mobility, and better communications systems.
HSUSH.3.1.B, 3.1.C	B. Technological change, modernization, and changing demographics led to increased political and cultural conflict on several fronts: tradition versus innovation, urban versus rural, fundamentalist Christianity versus scientific modernism, management versus labor, native-born versus new immigrants, white versus black, and idealism versus disillusionment.
HSUSH.3.1.A	C. The rise of an urban, industrial society encouraged the development of a variety of cultural expressions for migrant, regional, and African American artists (expressed most notably in the Harlem Renaissance movement); it also contributed to national culture by making shared experiences more possible through art, cinema, and the mass media.
	II. The global ramifications of World War I and wartime patriotism and xenophobia, combined with social tensions created by increased international migration, resulted in legislation restricting immigration from Asia and from southern and eastern Europe. (ID-6) (WOR-4) (PEO-2) (PEO-6) (PEO-7) (POL-7) (WXT-6)
HSUS 2.3.b	A. World War I created a repressive atmosphere for civil liberties, resulting in official restrictions on freedom of speech.
HSUS 2.3.b	B. As labor strikes and racial strife disrupted society, the immediate postwar period witnessed the first "Red Scare", which legitimized attacks on radicals and immigrants.
	C. Several acts of Congress established highly restrictive immigration quotas, while national policies continued to permit unrestricted immigration from nations in the Western Hemisphere, especially Mexico, in order to guarantee an inexpensive supply of labor.
	III. Economic dislocations, social pressures, and the economic growth spurred by World Wars I and II led to a greater degree of migration within the United States, as well as migration to the United States from elsewhere in the Western Hemisphere. (ID-6) (ID-8) (PEO-3) (WOR-4)
HSUS 2.3.b	A. Although most African Americans remained in the Souht despite legalized segregation and racial violence, some began a "great Migration" out of the South to pursue new economic opportunities offered by World War I.
HSUS 2.3.b HSUS 3.3.c HSUS 4.1.b	B. Many Americans migrated during the Great Depression, often driven by economic difficulties and during World Wars I and II, as a result of the need for wartime production labor.
	C. Many Mexicans drawn to the United States by economic opportunities, faced ambivalent government policies in the 1930s and 1940s.
	Key Concept 7.3: Global conflicts over resources, territories, and ideologies renewed debates over the nation's values and its role in the world while simultaneously propelling the United States into a dominant international military, political, cultural, and economic position.
	I. Many Americans began to advocate overseas expansionism in the late 19th century, leading to new territorial ambitions and acquisitions in the Western Hemisphere and the Pacific. (WOR-6) (WOR-7) (ENV-5) (POL-6)
HSUS 2.1.a	A. The perception in the 1890s that the western frontier was closed, economic motives, competition with other European imperialist ventures of the time and racial theories all furthered arguments that Americans were destined to expand their culture and norms to others, especially the nonwhite nations of the globe.
HSUS 2.1.b HSUS 2.1.c	B. The American victory in the Spanish-American War led to the U.S. acquisition of island territories, an expanded economic and military presence in the Caribbean and Latin America, engagement in a protracted insurrection in the Philippines, and increased involvement in Asia.

Comparison: *Oklahoma Academic Standards for U.S. History* and AP U.S. History Framework

HSUS 2.1.a HSUS 2.2.d HSUS 2.3.a HSUS 2.3.c	C. Questions about America's role in the world generated considerable debate, prompting the development of a wide variety of views and arguments between imperialists and anti-imperialists and, later, interventionists and isolationists.
	II. World War I and its aftermath intensified debates about the nation's role in the world and how best to achieve national security and pursue American interests. **(WOR-4) (WOR-7) (ID-3) (POL-6)**
HSUS 2.3.c	A. After initial neutrality in World War I, the nation entered the conflict, departing from the U.S. foreign policy tradition of noninvolvement in European affairs in response to Woodrow Wilson's call for the defense of humanitarian and democratic principles.
HSUS 2.3.c	B. Although the American Expeditionary Force played a relatively limited role in the war, Wilson was heavily involved in postwar negotiations resulting in the Treaty of Versailles and the League of Nations, both of which generated substantial debate within the United States.
	C. In the years following World War I, the United States pursued a unilateral foreign policy that used international investment, peace treaties, and select military interventions to promote a vision of international order, even while maintaining U.S. isolationism, which continued to the late 1930s.
	III. The involvement of the United States in World War II, while opposed by most Americans prior to the attack on Pearl Harbor, vaulted the United States into global political and military prominence and transformed both American society and the relationship between the United States and the rest of the world. (WOR-4) (WOR-7) (ID-3) (ID-6) (POL-5)
HSUS 4.1.b HSUS 4.2	A. The mass mobilization of American society to supply troops for the war effort and a workforce on the home front ended the Great Depression and provided opportunities for women and minorities to improve their socioeconomic positions.
HSUS 4.1.b HSUS 4.2	B. Wartime experiences, such as the internment of Japanese Americans, challenges to civil liberties, debates over race and segregation, and the decision to drop the atomic bomb raised questions about American values.
HSUS 4.2	C. The United States and its allies achieved victory over the Axis powers through a combination of factors, including allied political and military cooperation, industrial production, technological and scientific advances, and popular commitment to advancing democratic ideals.
HSUS 4.2	D. The dominant American role in the Allied victory and postwar peace settlements, combined with the war-ravaged condition of Asia and Europe, allowed the United States to emerge from the war as the most powerful nation on earth. (WOR-4) (WOR-7) (WOR-8) 72 (WOR-4) (WOR-7) (WOR-8) Key Concept 8.1

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PERIOD 8: 1945–1980

After World War II, the United States grappled with prosperity and unfamiliar international responsibilities while struggling to live up to its ideals.

Oklahoma U.S. History Content Standards (2012)	Advanced Placement United States History Content Guidelines (September 2014)
	Key Concept 8.1: The United States responded to an uncertain and unstable postwar world by asserting and attempting to defend a position of global leadership, with far-reaching domestic and international consequences.
HSUSH 5.1.A, 5.1.B, 5.1.C, 5.1.D	I. After World War II, the United States sought to stem the growth of Communist military power and ideological influence, create a stable global economy, and build an international security system. (WOR-4) (WOR-7) (WOR-8)
HSUSH 5.1.B, 5.2.B	A. The United States developed a foreign policy based on collective security and a multilateral economic framework that bolstered non-Communist nations.
HSUSH 5.1.B, 5.3	B. The United States sought to "contain" Soviet-dominated communism through a variety of measures, including military engagements in Korea and Vietnam.
HSUSH 5.1.A, 5.1.C, 5.5.E	C. The Cold War fluctuated between periods of direct and indirect military confrontation and periods of mutual coexistence (or détente).
HSUSH 5.1, 5.2	II. As the United States focused on containing communism, it faced increasingly complex foreign policy issues, including decolonization, shifting international alignments and regional conflicts, and global economic and environmental changes. **(ENV-5) (WOR-3) (WOR-7) (WOR-8)**
HSUSH 5.1.B, 5.3	A. Postwar decolonization and the emergence of powerful nationalist movements in Asia, Africa, and the Middle East led both sides in the Cold War to seek allies among new nations, many of which remained nonaligned. (WOR-4) (WOR-7) (WOR-8)
HSUSH 6.1.D, 6.2	B. Cold War competitions extended to Latin America where the United States supported non-Communist regimes with varying levels of commitment to democracy.
HSUSH 6.1	C. Ideological, military, and economic concerns shaped U.S. involvement in the Middle East, with several oil crises in the region eventually sparking attempts at creating a national energy policy.
HSUSH 5.2, 5.3	III. Cold War policies led to continued public debates over the power of the federal government, acceptable means for pursuing international and domestic goals, and the proper balance between liberty and order. (ID-3) (POL-7) (WOR-4) (CUL-5)
HSUSH 5.2.A, 5.3	A. Americans debated policies and methods designed to root out Communists within the United States even as both parties tended to support the broader Cold War strategy of containing communism.
HSUSH 5.3	B. Although the Korean conflict produced some minor domestic opposition, the Vietnam War saw the rise of sizable, passionate, and sometime violent anti-war protests that became more numerous as the war escalated.
HSUSH 6.2.B, 5.3	C. Americans debated the merits of a large nuclear arsenal, the "military-industrial complex" and the appropriate power of the executive branch in conducting foreign and military policy.
	Key Concept 8.2: Liberalism, based on anticommunism abroad and a firm belief in the efficacy of governmental and especially federal power to achieve social goals at home, reached its apex in the mid- 1960s and generated a variety of political and cultural responses.
HSUSH 5.4.A, 5.4,B, 5.4.C, 5.4.D, 5.5.A, 5.5.B	I. Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward equality was slow and halting. (ID-8) (POL-3) (POL-4) (POL-7)

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HSUSH 5.4.A, 5.4.B, 5.4.C	A. Following World War II, civil rights activists utilized a variety of strategies — legal challenges, direct action, and nonviolent protest tactics — to combat racial discrimination.
HSUSH 5.4.B, 5.5.A, 5.5.B	B. Decision-makers in each of the three branches of the federal government used measures including desegregation of the armed services, Brown v. Board of Education, and the Civil Rights Act of 1964 to promote greater racial justice.
HSUSH 5.4.A, 5.4.B, 5.4.C	C. Continuing white resistance slowed efforts at desegregation, sparking a series of social and political crises across the nation, while tensions among civil rights activists over tactical and philosophical issues increased after 1965.
HSUSH 5.4.D, 5.5.C	II. Stirred by a growing awareness of inequalities in American society and by the African American civil rights movement, activists also addressed issues of identity and social justice, such as gender/sexuality and ethnicity. (POL-3) (ID-8)
HSUSH 5.5.D	A. Activists began to question society's assumptions about gender and to call for social and economic equality for women and for gays and lesbians.
HSUSH 5.4.D, 5.5.C	B. Latinos, American Indians, and Asian Americans began to demand social and economic equality and a redress of past injustices.
HSUSH 5.5.B	C. Despite the perception of overall affluence in postwar America, advocates raised awareness of the prevalence and persistence of poverty as a national problem, sparking efforts to address this issue.
HSUSH 5.5.D, 6.2	III. As many liberal principles came to dominate postwar politics and court decisions, liberalism came under attack from the left as well as from resurgent conservative movements. (POL-2) (POL-5) (POL-7)
HSUSH 5.5.B, 5.5.D	A. Liberalism reached its zenith with Lyndon Johnson's Great Society efforts to use federal power to end racial discrimination, eliminate poverty, and address other social issues while attacking communism abroad.
	B. Liberal ideals were realized in Supreme Court decisions that expanded democracy and individual freedoms, Great Society social programs and policies, and the power of the federal government, yet these unintentionally helped energize a new conservative movement that mobilized to defend traditional visions of morality and the proper role of state authority.
	C. Groups on the left also assailed liberals, claiming they did too little to transform the racial and economic status quo at home and pursued immoral policies abroad.
	Key Concept 8.3: Postwar economic, demographic, and technological changes had a far-reaching impact on American society, politics, and the environment.
	I. Rapid economic and social changes in American society fostered a sense of optimism in the postwar years as well as underlying concerns about how these changes were affecting American values. **(WXT-3) (WXT-5) (CUL-5) (CUL-6) (CUL-7) (PEO-3)**
	A. A burgeoning private sector, continued federal spending, the baby boom, and technological developments helped spur economic growth, middle-class suburbanization, social mobility, a rapid expansion of higher education, and the rise of the "Sun Belt" as a political and economic force.
	B. These economic and social changes, in addition to the anxiety engendered by the Cold War, led to an increasingly homogeneous mass culture as well as challenges to conformity by artists, intellectuals, and rebellious youth.
	C. Conservatives, fearing juvenile delinquency, urban unrest, and challenges to the traditional family, increasingly promoted their own values and ideology.
	II. As federal programs expanded and economic growth reshaped American society, many sought greater access to prosperity even as critics began to question the burgeoning use of natural resources. **(ID-6) (PEO-2) (PEO-3) (PEO-7) (ENV-5) (WXT-8)**
	A. Internal migrants as well as migrants from around the world sought access to the economic boom and other benefits of the United States, especially after the passage of new

	immigration laws in 1965.
	B. Responding to the abuse of natural resources and the alarming environmental problems, activists and legislators began to call for conservation measures and a fight against pollution.
	III. New demographic and social issues led to significant political and moral debates that sharply divided the nation. **(ID-7) (POL-5) (CUL-6) (CUL-7)**
HSUSH 5.5.D	A. Although the image of the traditional nuclear family dominated popular perceptions in the post-war era, the family structure of Americans was undergoing profound changes as the number of working women increased and many social attitudes changed.
	B. Young people who participated in the counterculture of the 1960s rejected many of the social, economic, and political values of their parents' generation, initiated a sexual revolution, and introduced greater informality into U.S. culture.
HSUSH 5.5.E, 6.2	C. Conservatives and liberals clashed over many new social issues, the power of the presidency and the federal government, and movements for greater individual rights.

Comparison: *Oklahoma Academic Standards for U.S. History* and AP U.S. History Framework

PERIOD 9: 1980–Present

As the United States transitioned to a new century filled with challenges and possibilities, it experienced renewed ideological and cultural debates, sought to redefine its foreign policy, and adapted to economic globalization and revolutionary changes in science and technology.

Oklahoma U.S. History Content Standards (2012)	Advanced Placement United States History Content Guidelines (September 2014)
	Key Concept 9.1: A new conservatism grew to prominence in U.S. culture and politics, defending traditional social values and rejecting liberal views about the role of government.
HSUSH 5.5.F, 6.2	I. Reduced public faith in the government's ability to solve social and economic problems, the growth of religious fundamentalism, and the dissemination of neoconservative thought all combined to invigorate conservatism. **(POL-3)**
HSUSH 5.5.F, 6.2	A. Public confidence and trust in government declined in the 1970s in the wake of economic challenges, political scandals, foreign policy "failures," and a sense of social and moral decay.
	B. The rapid and substantial growth of evangelical and fundamentalist Christian churches and organizations, as well as increased political participation by some of those groups, encouraged significant opposition to liberal social and political trends.
	II. Conservatives achieved some of their political and policy goals, but their success was limited by the enduring popularity and institutional strength of some government programs and public support for cultural trends of recent decades. **(WXT-8) (POL-4)**
HSUSH 6.2	A. Conservatives enjoyed significant victories related to taxation and deregulation of many industries, but many conservative efforts to advance moral ideals through politics met inertia and opposition.
	B. Although Republicans continued to denounce "big government," the size and scope of the federal government continued to grow after 1980, as many programs remained popular with voters and difficult to reform or eliminate.
	Key Concept 9.2: The end of the Cold War and new challenges to U.S. leadership in the world forced the nation to redefine its foreign policy and global role.
HSUSH 6.2, 6.3	I. The Reagan administration pursued a reinvigorated anti-Communist and interventionist foreign policy that set the tone for later administrations. **(WOR-7) (WOR-8)**
HSUSH 6.2, 6.3	A. President Ronald Reagan, who initially rejected détente with increased defense spending, military action, and bellicose rhetoric, later developed a friendly relationship with Soviet leader Mikhail Gorbachev, leading to significant arms reductions by both countries.
HSUSH 6.3, 6.5	B. The end of the Cold War led not only to new diplomatic relationships but also to new U.S. military and peacekeeping interventions as well as debates over the nature and extent of American power in the world.
HSUSH 6.6	II. Following the attacks of September 11, 2001, U.S. foreign policy and military involvement focused on a war on terrorism, which also generated debates about domestic security and civil rights. **(POL-7) (WOR-7) (WOR-8)**
HSUSH 6.6	A. In the wake of attacks on the World Trade Center and the Pentagon, U.S. decision-makers launched foreign policy and military efforts against terrorism and lengthy, controversial conflicts in Afghanistan and Iraq.
HSUSH 6.6	B. The war on terrorism sought to improve security within the United States but also raised questions about the protection of civil liberties and human rights.
	Key Concept 9.3: Moving into the 21st century, the nation continued to experience challenges stemming from social, economic, and demographic changes.

Comparison: *Oklahoma Academic Standards for U.S. History* and AP U.S. History Framework

	I. The increasing integration of the United States into the world economy was accompanied by economic instability and major policy, social, and environmental challenges. **(WXT-3) (WXT-7) (WOR-3) (ENV-5) (CUL-7)**
	A. Economic inequality increased after 1980 as U.S. manufacturing jobs were eliminated, union membership declined, and real wages stagnated for the middle class.
HSUSH 6.5	B. Policy debates intensified over free trade agreements, the size and scope of the government social safety net, and calls to reform the U.S. financial system.
HSUSH 6.1, 6.4	C. Conflict in the Middle East and concerns about climate change led to debates over U.S. dependence on fossil fuels and the impact of economic consumption on the environment.
	D. The spread of computer technology and the Internet into daily life increased access to information and led to new social behaviors and networks.
	II. The U.S. population continued to undergo significant demographic shifts that had profound cultural and political consequences. **(ID-6) (ID-7) (PEO-2) (PEO-3) (PEO-7)**
	A. After 1890, the political, economic, and cultural influences of the American South and West continued to increase as population shifted to those areas fueled in part by migration from regions that had not been heavily represented in earlier migrations, especially Latin America and Asia.
	B. The new migrants affected American culture in many ways and supplied the economy with an important labor force, but they became the focus of intense, political, economic, and cultural debates.
	C. Demographic changes intensified debates about changing gender roles, family structures, and racial and national identity.