

Grades 9-12

Arkansas History

Social Studies

Academic Standards

Revised 2022

Course/Unit Credit: 0.5

Course Number: 473000

Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.

Grades: 9-12

Prerequisites: None

Grades 9-12 Arkansas History Academic Standards & Disciplinary Concepts

Course Focus and Content

Arkansas History Grades 9-12 provides a study of the history of Arkansas. The course addresses the geographic features and economics of the state, focusing on political, social, religious, military, scientific, and cultural developments that have occurred over time. The more rigorous coursework for Arkansas History Grades 9-12 is organized historically and chronologically. Arkansas History Grades 9-12 references the Encyclopedia of Arkansas eras and time periods to organize the strands and content standards.

Integrating Standards and Selecting Content Topics

The disciplinary strands, standards, components, and the Knowledge and Skill Performance Expectations (KPEs and SPEs) are meant to be taught in an integrated manner, not in isolation. For example, a student might be studying an historical event or person while also learning specific civics, economics, geography, and/or history standards. The KPEs and SPEs require conceptual understanding which can be applied to future learning and additional content that may not be listed in the standards. The goal of knowledge acquisition in K-12 is for students to build knowledge and have experiences with content topics connected to their communities, the state of Arkansas, the United States, and the world. A thematic continuum of learning is provided to clarify (Figure 1) the expansion of learning from community to state to the world.

Related Laws for Social Studies

- A.C.A. § 1-5-109. Prisoners of War Remembrance Day.
- A.C.A. § 1-5-112. POW/MIA Recognition Day.
- A.C.A. § 1-5-113. Native American Heritage Week.
- A.C.A. § 1-5-114. Juneteenth Independence Day.
- A.C.A. § 1-5-119. Sultana Disaster Remembrance Day.
- A.C.A. § 6-16-101. Celebrate Freedom Week.
- A.C.A. § 6-16-105. United States Flag.
- A.C.A. § 6-16-106. Arkansas Flag.
- A.C.A. § 6-16-107. Patriotic Observances Generally.
- A.C.A. § 6-16-108. Recitation of the Pledge of Allegiance.
- A.C.A. § 6-16-111. Morals, Manners, Patriotism, and Business and Professional Integrity.
- A.C.A. § 6-16-121. African-American History – Teaching materials.
- A.C.A. § 6-16-122. American Heritage.
- A.C.A. § 6-16-148. Foundation of certain social studies or history courses offered in grades seven through twelve.
- A.C.A. § 6-16-154. Holocaust Education.
- A.C.A. § 6-16-124. Arkansas History – Required Social Studies Course.
- A.C.A. § 6-17-703. Arkansas History Professional Development.

Teacher Note: Not all state statutes apply to the current grade level content.

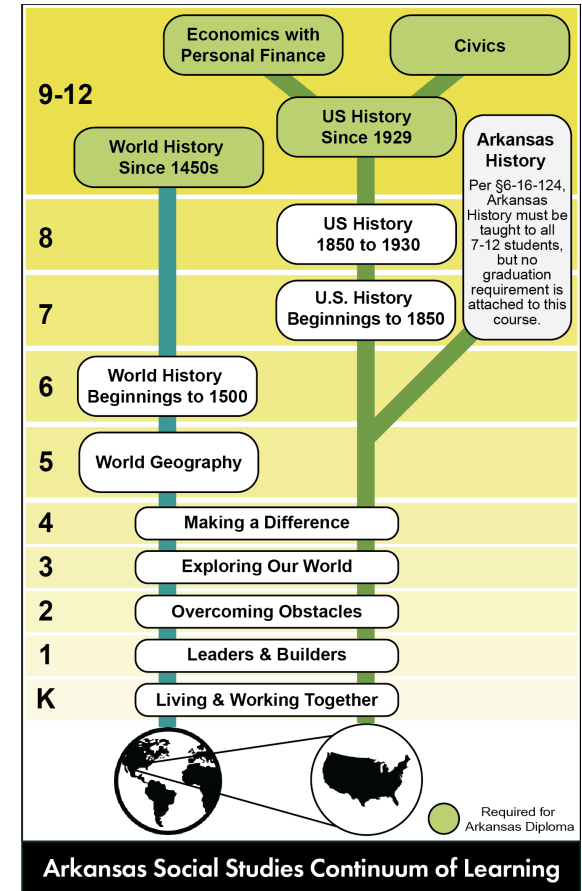



Figure 1


Grades 9-12 Arkansas History Academic Standards & Disciplinary Concepts

Skills and Application

Throughout the course, students will develop and apply disciplinary literacy skills: reading, writing, speaking, and listening. As students seek answers to compelling and supporting questions, they will examine a variety of primary and secondary sources and communicate responses in multiple ways, including oral, visual, and written forms. Students must be able to select and evaluate sources of information, draw and build upon ideas, explore issues, examine data, and analyze events from the full range of human experience to develop critical thinking skills essential for productive citizens. *Arkansas History is required by Act 787 of 1997 and the Standards for Accreditation and does not need Arkansas Department of Education approval.*

Nomenclature Explained



 icon indicates KPEs or SPEs that focus on topics in K-6 which relate to Arkansas and may be used to fulfill A.C.A. § 6-16-124

"C.1" indicates the first civics disciplinary standard

"2" specifies that it is an expectation for 2nd grade

"3" indicates which knowledge or skill performance expectation

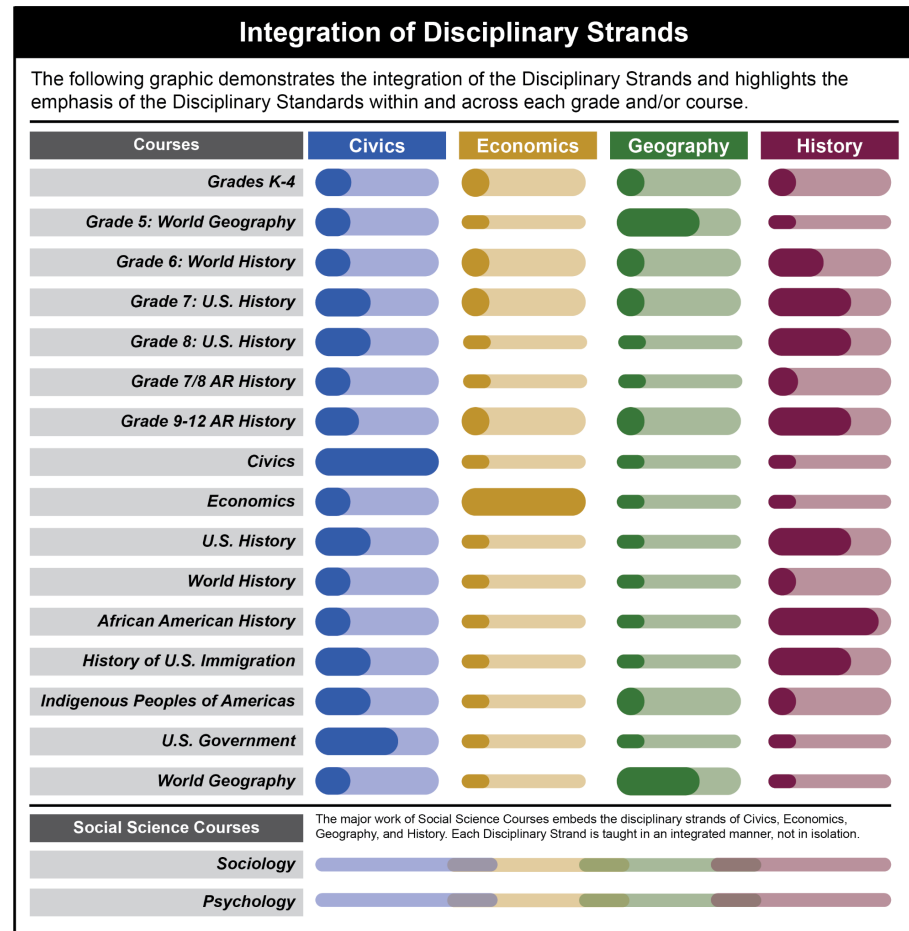
Standard

Grade or Course

KPE or SPE

Primary and Secondary Sources and Disciplinary Literacy Standards

The Disciplinary Literacy Standards for History/Social Studies guide students with the specific skills they need to engage with all social studies content. These reading and writing skills are separated by grade bands and include the use of primary and secondary sources, analysis of content from a variety of perspectives, and assessment of the credibility and accuracy of sources. Teachers should access the Disciplinary Literacy Standards Resource for History/Social Studies document through the Division of Elementary and Secondary Education website.



**Grades 9-12 Arkansas History
Academic Standards & Disciplinary Concepts**

The College, Career, and Civic Life C3 Framework for Social Studies State Standards

The acquisition of content knowledge and skills is paramount in a robust social studies program rooted in inquiry. The chart below summarizes social studies practices in four Dimensions.

- **Dimensions 1, 3, and 4** of the College, Career, and Civic Life C3 Framework for Social Studies State Standards. These practices should be addressed throughout Grades K-12, building as students acquire the skills.
- **Dimension 2** Applying Disciplinary Concepts and Tools sets forth the conceptual content, and the alignment to this dimension is embedded in the KPEs and SPEs.

Dimension 1 Developing Questions and Planning Inquiries	Dimension 3 Evaluating Sources and Using Evidence	Dimension 4 Communicating Conclusions and Taking Informed Action
<ol style="list-style-type: none"> 1. Construct compelling questions that promote inquiry around key ideas and issues 2. Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations 3. Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view 	<ol style="list-style-type: none"> 4. Gather relevant information from multiple perspectives and a variety of sources; evaluate the credibility of the source by determining its relevance and intended use 5. Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims, counterclaims, and explanations 	<ol style="list-style-type: none"> 6. Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies 7. Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others 8. Use disciplinary lenses within the social sciences to understand local, regional, and global problems, propose solutions, or assess strategies and options for action while applying deliberative processes

Dimension 2¹ Applying Disciplinary Concepts and Tools				
Civics	Economics	Geography	History	Social Sciences
<ul style="list-style-type: none"> • Civic and Political Institutions • Participation and Deliberation • Processes, Rules, and Laws 	<ul style="list-style-type: none"> • Economic Decision-Making • Exchange and Markets • Growth and Stability • The National Economy • The Global Economy 	<ul style="list-style-type: none"> • Geographic Representations: <i>Spatial Views of the World</i> • Human-Environment Interaction: <i>Place, Regions, and Culture</i> • Human Populations: <i>Spatial Patterns and Movements</i> • Global Interconnections: <i>Global Spatial Patterns</i> 	<ul style="list-style-type: none"> • Change, Continuity, and Context • Perspectives • Historical Sources and Evidence • Causation and Argumentation 	<ul style="list-style-type: none"> • Psychology • Sociology

¹ Organizational structure of the Social Studies Academic Standards is based on disciplinary strands in the C3 Framework.

Grades 9-12 Arkansas History Academic Standards & Disciplinary Concepts

K-12 Disciplinary Standards Overview

Civics	Economics	Geography	History
<p>C.1 Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.</p> <p>C.2 Students will understand the structure and functions of various types of government and how they exercise their powers.</p> <p>C.3 Students will understand the role of citizens in society, the ways the government protects the rights of citizens, the electoral process, and the role of political parties.</p> <p>C.4 Students will understand the process of making and changing laws and the ways institutions work together in carrying out the laws.</p> <p>C.5 Students will understand the impact of origins, structures, and functions of institutions and laws on society and Indigenous peoples. This includes the relationship of the Native nations and the United States during various time periods.</p> <p>C.6 Students will understand the structure and functions of various types of tribal government and how they exercise their powers. This includes the progress and challenges of present-day Native America.</p>	<p>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.2 Students will understand the impact of economic decision-making. This includes considering the marginal costs and benefits of alternatives.</p> <p>E.3 Students will understand the exchange of goods and services. This includes different allocation methods and changes in supply and demand; the role of producers, consumers, and government in a market economy; and the degree of competition among buyers and sellers in markets.</p> <p>E.4 Students will understand the growth, stability, and interdependence within a national economy. This includes the current and future state of the economy using economic indicators and monetary and fiscal policies for a variety of economic conditions.</p> <p>E.5 Students will understand the growth, stability, and interdependence within a global economy. This includes ways in which trade leads to increased economic interdependence.</p> <p>E.6 Students will understand the factors affecting income, wealth, and financial risk. This includes the role of credit in personal finance.</p>	<p>G.1 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.</p> <p>G.2 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to interpret spatial information. This includes spatial organization of people, cultures, places, and environments within various regions and geographic skills to interpret the past, present, and plan for the future.</p> <p>G.3 Students will understand the characteristics of different physical and cultural regions and how they change over time (through demographic changes, migration, settlement, and conflict). This includes the impact physical geography has on human systems, including politics, culture, economics, and use of resources and how a region or culture interacts with itself, the environment, and other regions and cultures.</p> <p>G.4 Students will understand the impact humans have on the environment. This includes the distribution, management, and consumption of resources.</p> <p>G.5 Students will understand the impact Indigenous peoples have on the environment. This includes the communal view of how Indigenous peoples utilized the land and resources; and the characteristics of the original Indigenous peoples of Arkansas by analyzing artifacts, artwork, and other sources.</p>	<p>H.1 Students will understand chronology, patterns of continuity, and change over time. This includes the contextualization of historical events and ways people gather, view, construct, and interpret historical evidence.</p> <p>H.2 Students will understand key historical periods from the beginning of civilization (World Era 1) through 1500 C.E. (World Era 5). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.</p> <p>H.3 Students will understand key historical periods from the United States' Beginnings (Era 1) through 1850 (Era 4). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.4 Students will understand key historical periods from Civil War and Reconstruction (Era 5) to the Emergence of Modern America, 1890-1930 (Era 7). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.5 Students will understand key historical periods from the Great Depression and World War II, 1929-1945 (Era 8), to the Contemporary United States, 1968 to Present (Era 10). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.6 Students will understand key historical periods from the Emergence of the First Global Age, 1450-1770 (World Era 6), to the Twentieth Century Since 1945 (World Era 9). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.</p>

**Grades 9-12 Arkansas History
Academic Standards & Disciplinary Concepts**

Disciplinary Standards At a Glance

Disciplinary Strand	Disciplinary Standard
Disciplinary Component	<ul style="list-style-type: none"> Grade or Course Specific Components

History	H.3 Students will understand key historical periods from the United States' Beginnings (Era 1) through 1850 (Era 4). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.
	United States Beginnings through 1850 (Era 1 through Era 4)
Era 1: Beginnings to 1620	<ul style="list-style-type: none"> Pre-European Exploration (Prehistory-1540) (E1)
Era 2: 1585-1763	<ul style="list-style-type: none"> European Exploration and Settlement through Arkansas Settlement (1541-1763) (E2)
Era 3: 1754 through the 1820s	<ul style="list-style-type: none"> Early history of Arkansas (1754-1802) (E3)
Era 4: 1801 through 1850	<ul style="list-style-type: none"> Louisiana Purchase through Early Statehood (1803-1850) (E4)

History	H.4 Students will understand key historical periods from Civil War and Reconstruction (Era 5), to the Emergence of Modern America, 1890-1930 (Era 7). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.
	United States History 1850-1930 (Era 5 through Era 7)
Era 5: 1850-1877	<ul style="list-style-type: none"> Civil War through Reconstruction (1861-1874) (E5)
Era 6: 1870-1900	<ul style="list-style-type: none"> Post-Reconstruction through the Gilded Age (1875-1900) (E6)
Era 7: 1890-1930	<ul style="list-style-type: none"> Perspectives of Arkansans in the early 20th century (1901-1930) (E7)

**Grades 9-12 Arkansas History
Academic Standards & Disciplinary Concepts**

History	H.5 Students will understand key historical periods from the Emergence of Modern America, 1890-1930 (Era 7), to the Contemporary United States, 1968 to Present (Era 10). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.
	United States History 1929-Present (Era 8 through Era 10)
Era 8: 1929-1940	<ul style="list-style-type: none"> • Perspectives of Arkansans in the early 20th century (1929-1940) (E8)
Era 9: 1941-1967	<ul style="list-style-type: none"> • World War II Through the Civil Rights Era (1941-1967) (E9)
Era 10: 1968 to Present	<ul style="list-style-type: none"> • Modern Era (1968 to Present) (E10)

Disciplinary Note

The major work of the Arkansas History course includes the disciplinary strands of Civics, Economics, Geography, and History. Each disciplinary strand is meant to be taught in an integrated manner, not in isolation.

Teacher Note: Concepts of the Civics, Economic, and Geography strands are implicitly addressed in the embedded KPEs and SPEs.

Civics	Economics	Geography
<ul style="list-style-type: none"> • Civic and Political Institutions • Participation and Deliberation • Processes, Rules, and Laws 	<ul style="list-style-type: none"> • Economic Decision-Making • Exchange and Markets • Growth and Stability • The National Economy • The Global Economy 	<ul style="list-style-type: none"> • Geographic Representations: <i>Spatial Views of the World</i> • Human-Environment Interaction: <i>Place, Regions, and Culture</i> • Human Populations: <i>Spatial Patterns and Movements</i> • Global Interconnections: <i>Global Spatial Patterns</i>

**Grades 9-12 Arkansas History
Academic Standards & Disciplinary Concepts**

History - United States Beginnings through the 1820s

H.3 Students will understand key historical periods from the United States' Beginnings (Era 1) through 1850 (Era 4). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.

Era 1: Pre-European Exploration (Prehistory-1540)

Era 2: European Exploration and Settlement through Arkansas Settlement (1541-1763)

Era 3: Early history of Arkansas (1754-1802)

Knowledge and Skill Performance Expectations

Grades 9-12

Eras 1-3

H.3.ARH.1

Compare pre-European cultural characteristics of early Indigenous populations in Arkansas:

- Caddo
- Chickasaw
- Osage
- Quapaw
- Tunica

H.3.ARH.2

Analyze the impact of European explorers on Indigenous populations and the environment:

- Hernando De Soto
- Father Jacques Marquette and Louis Joliet
- René-Robert Cavelier, Sieur de La Salle
- Henri de Tonti
- Bernard de la Harpe

H.3.ARH.3

Analyze reasons for migration to pre-territorial Arkansas, including physical geography, natural resources, and economic opportunities.

**Grades 9-12 Arkansas History
Academic Standards & Disciplinary Concepts**

History - United States History 1800-1900

H.4 Students will understand key historical periods from Expansion and Reform, 1801-1861 (Era 4), to the Development of the Industrial United States, 1870-1900 (Era 6). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.

Era 4: Louisiana Purchase through Early Statehood 1803-1860

Knowledge and Skill Performance Expectations

Grades 9-12

Era 4

H.4.ARH.1

Evaluate the intended and unintended consequences of public policies in Arkansas from the early 1800s:

- Louisiana Purchase: opening of Arkansas to U.S. settlement
- Missouri Compromise: Statehood and expansion of slavery
- Indian Removal Act: Osage, Caddo, and Quapaw relocation

Teacher Note: When examining the time period surrounding the Indian Removal Act of 1830, students should differentiate between land cession of local tribes - Caddo, Osage, and Quapaw - and Indian Removal of the Five Tribes (Cherokee, Chickisaw, Choctaw, Muscogee (Creek) Nation, and Seminole) along the Trail of Tears through Arkansas.

H.4.ARH.2

Explain the process of Arkansas gaining territorial status and its advantages to settlers, including state and county court systems, government assistance, transportation, and economic growth.

H.4.ARH.3

Analyze actions of territorial officers and early governors and their effects on the development of Arkansas.

H.4.ARH.4

Evaluate the effects of human-made and natural disasters on Arkansas such as New Madrid earthquake, river flooding, disease outbreaks, and tornadoes.

H.4.ARH.5

Evaluate reasons for and impact of human settlement on various regions of Arkansas, including economic growth, agriculture, growth and development of roads and railroads, land grants, and establishment of schools and local government.

**Grades 9-12 Arkansas History
Academic Standards & Disciplinary Concepts**

History - United States History 1800-1900

H.4 Students will understand key historical periods from Expansion and Reform, 1801-1861 (Era 4), to the Development of the Industrial United States, 1870-1900 (Era 6). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.

Era 5: Civil War through Reconstruction (1861-1874)
Era 6: Post-Reconstruction through the Gilded Age (1875-1900)

Knowledge and Skill Performance Expectations

Grades 9-12

Eras 5-6

H.4.ARH.6

Analyze causes and effects of the secession of Arkansas from the Union, including the role of slavery and states' rights, Lincoln's call for a militia, cooperationists, and various state leaders.

Teacher Note: Early newspapers (readily available online through Library of Congress and other sources) would be an excellent secondary resource for this SLE. Note that the cooperationists sought for remaining slave states to secede from the Union simultaneously.

H.4.ARH.7

Research social, economic, and political effects of the Civil War on citizens in various regions:

- Social and economic effects: (e.g., resource scarcity, changes in Southern way of life)
- Political effects: (e.g., civil unrest, guerrilla warfare, abolition of slavery, lack of government, shifts in leadership and power, dual governments)

H.4.ARH.8

Analyze the historical significance of and reasons for Arkansas's involvement in the Civil War, including events, battles, and people in various regions of Arkansas:

- Events: (e.g., the Little Rock arsenal incident, the Secessionist Convention, split loyalties, Sultana Disaster)
- Battles: (e.g., Pea Ridge, Prairie Grove, Pine Bluff, Little Rock, Helena, Camden Expedition, guerrilla warfare)
- People: (e.g., Henry Rector, Isaac Murphy, David O. Dodd, Arkansas Peace Society, Harris Flanagin, Theophilus Holmes)

H.4.ARH.9

Examine the effects of emancipation and Reconstruction in Arkansas, including the Freedmen's Bureau, the sharecropping system, the Brooks-Baxter War, the Arkansas Constitution of 1874, election of black legislators, restoration of Confederate voting rights, and subsequent Jim Crow laws.

Teacher Note: *Arkansas African American Legislators, 1868-1893* is a title that discusses the African American men who served in the Arkansas General Assembly. The Arkansas Constitution of 1868, passed shortly after the conclusion of the Civil War, ensured suffrage and the right to hold public office for black males.

**Grades 9-12 Arkansas History
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H.4.ARH.10

Examine the effects of social and economic transformations on various regions and segments of the population, including the rise of various industries (e.g., oil, mining), prosperity, transportation networks (e.g., railroad growth), migration/immigration, and education reform.

History - United States History since 1890

H.5 Students will understand key historical periods from the Emergence of Modern America, 1890-1930 (Era 7), to the Contemporary United States, 1968 to Present (Era 10). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.

Era 7: Perspectives of Arkansans in the early 20th century (1901-1930)

Knowledge and Skill Performance Expectations

Grades 9-12

Era 7

H.5.ARH.1

Investigate social, economic, and political reforms of the Progressive Era in Arkansas, including women's suffrage, growth and development of railroads, industrialism, reform of the convict lease system, and establishment of educational institutions (e.g., land grant colleges, founding of the University of Arkansas and University of Arkansas at Pine Bluff).

H.5.ARH.2

Analyze social events and issues in Arkansas surrounding discrimination and marginalization, including Jim Crow laws, rise of the Ku Klux Klan, Elaine Race Massacre, and school segregation.

H.5.ARH.3

Analyze economic developments in Arkansas during the early 20th century such as Monte Ne and Hot Springs resorts, oil boom, and the timber industry.

H.5.ARH.4

Evaluate social, economic, and political effects of World War I on Arkansans, including the establishment of the Arkansas chapter of the American Red Cross.

H.5.ARH.5

Examine responses to natural disasters in Arkansas including the Flu Pandemic of 1918, Flood of 1927, and Drought of 1930-31.

**Grades 9-12 Arkansas History
Academic Standards & Disciplinary Concepts**

History - United States History since 1890

H.5 Students will understand key historical periods from the Emergence of Modern America, 1890-1930 (Era 7), to the Contemporary United States, 1968 to Present (Era 10). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.

Era 8: Perspectives of Arkansans in the early 20th century (1929-1940)

Knowledge and Skill Performance Expectations

Grades 9-12

Era 8

H.5.ARH.6

Analyze the social, economic, and political effects of the Great Depression and the New Deal on various regions and segments of the population in Arkansas, including unemployment, protectionism, tent cities, and the role of federal programs in the state:

- Civilian Conservation Corps (e.g., Crowley's Ridge State Park, Petit Jean State Park)
- Federal Art Project (e.g., employed artists and musicians to record music throughout locations in Arkansas, including for prisoners at Cummins Prison, and to paint wall murals in a number of town post offices)
- Works Progress Administration (e.g., *Arkansas Slave Narrative*; provided instruction in in-home canning and gardening classes)

H.5.ARH.7

Analyze social, economic, and political effects of World War II on various segments of the population in Arkansas, including soldiers off to war, war casualties, rationing, homefront (including women at work, war bonds, war production plants, victory gardens), prisoner of war camps (i.e., Camp Robinson, Fort Chaffee, Camp Dermott), and Japanese-American internment camps (i.e., Jerome and Rohwer).

Teacher Note:

Act 611 - Holocaust Education (required) *possible connections for incorporating the Holocaust would include the Anne Frank tree curriculum (Clinton Library), World War II soldiers from Arkansas who liberated concentration camps at the end of the war, Holocaust survivors who eventually moved to Arkansas (or visited as speakers at various institutions - often recorded for later sharing).

H.5.ARH.8

Investigate contributions made by local, state, and national political leaders in Arkansas post-World War II.

Teacher Note: Examples may include General Douglas MacArthur and General Wesley Clark.

H.5.ARH.9

Analyze the economic development of Arkansas post-World War II such as the timber industry, catfish farms, poultry industry, agriculture, transportation, tourism, and right-to-work law impact on labor unions.

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Academic Standards & Disciplinary Concepts**

H.5.ARH.10

Analyze multiple perspectives of the social, economic, and political effects of the Civil Rights Movement on various regions in Arkansas, including clashes between state and federal authorities:

- School integration (e.g., Hoxie, Fayetteville, Little Rock, including the Little Rock Nine)
- Clashes between state and federal authorities (e.g., Orval Faubus, Ronald Davies, Dwight Eisenhower)
- State legislation and The Lost Year - Central High 1958

History - United States History since 1890

H.5 Students will understand key historical periods from the Emergence of Modern America, 1890-1930 (Era 7), to the Contemporary United States, 1968 to Present (Era 10). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.

Era 10: Modern Era (1968 to Present)

Knowledge and Skill Performance Expectations

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H.5.ARH.11

Analyze the impact of Arkansas businesses and entrepreneurs locally, nationally, and globally, which may include agriculture (e.g., rice and soybean exports) and outdoor sports (e.g., duck hunting, fishing).

H.5.ARH.12

Examine effects of social and cultural transformations on various segments of the population across Arkansas, which may include music (e.g., spirituals, blues, jazz), art, clothing, food, and demographic changes in communities (e.g., immigrant communities of Little Italy, Altus, Catholic Point).

H.5.ARH.13

Analyze the effects of conflicts and their resolutions on the citizens of Arkansas, which may include the Vietnam War Draft, Cold War-era defense systems, missile silos (e.g., 1980 Damascus Titan missile explosion), increased trade, voluntary and involuntary migration.

H.5.ARH.14

Analyze ways that Arkansans addressed a variety of public issues by using or challenging local, state, national, and international laws (e.g., voting, petitions, protest, communication with lawmakers and elected officials).

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H.5.ARH.15

Evaluate contributions made by various leaders and entrepreneurs in Arkansas.

This may include:

- Political: (e.g., Hattie Caraway, William H. Grey, Isaac George Bailey, Dorathy Allen, Winthrop Rockefeller, Bill Clinton)
- Business: (e.g., Don Tyson, J.B. Hunt, Sam Walton, William Dillard, Jackson T. Stephens)
- Military: (e.g., Douglas MacArthur)
- Medicine: (e.g., Dr. Samuel Lee Kountz Jr., Ruth Beall)
- Science and technology: (e.g., Isaac T. Gillam IV, Raye Jean Montague)
- Social: (e.g., Daisy Bates, William Harold Flowers, John Walker)
- Arts: (e.g., George Dickey, Johnny Cash, Jimmy Driftwood, Maya Angelou, Sister Rosetta Tharpe, George Newman, Billy Bob Thornton, Mary Steenburgen)