Powers in Action

How Oklahoma uses state powers to meet changing needs

OKH.C.5.1.D "Examine powers exercised by the state government to meet the needs of its citizens, using examples from history and the modern era."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each need people faced, circle the state power used to address it, and number each need and power as a matching pair. Use your marks to compare the historical and modern responses.

From Blowing Soil to Rising Water

1. During the 1930s, drought and strong winds stripped soil from Oklahoma farms. Dust storms damaged crops, threatened incomes, and made daily life difficult. Individual farmers could protect their own fields, but blowing soil crossed property lines. In 1937, Oklahoma lawmakers created the Oklahoma Conservation Commission to help address soil loss. The state supported local conservation districts, which worked with landowners on ways to protect soil and water. By creating an agency and supporting local cooperation, the state used its lawmaking power to tackle a problem that no single farm could solve.

2. Today, heavy rain can create a different danger: flooding across several Oklahoma counties. Floodwater may block roads, damage homes, and disrupt drinking water systems. When an emergency is declared, the governor can direct state agencies to respond. The Oklahoma Department of Emergency Management and Homeland Security coordinates with local officials and helps arrange state resources where they are needed. County and city officials still handle many tasks close to home. State coordination matters when a flood reaches beyond one community and several places need help at the same time.

3. These responses show different uses of state power. The soil crisis led lawmakers to create a lasting agency that could help communities reduce future damage. A flood can require the governor and existing agencies to act quickly during an emergency. Neither response removes the need for local action: conservation districts work with landowners, and emergency officials work with counties and cities. Legislators also decide how much state money agencies receive, which affects what those agencies can do. Examining a state response means asking which power was used, whose need it addressed, and why that power fit the situation.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why did soil loss call for state action, and what power did Oklahoma lawmakers use to respond?

2. During a declared flood emergency, what can the governor direct state agencies to do, and why might state coordination be needed?

3. How do the state powers used in the soil crisis and a flood emergency differ?

4. In each example, how does the state work with people or officials closer to the problem?

3 YOUR TURN

Your own words

An ice storm cuts power in several Oklahoma counties. Propose one state action for the immediate emergency and one for reducing harm from future storms. In 4 to 5 sentences, name the state power behind each action and explain how each meets a need.

ANSWER KEY

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HIGH SCHOOL · OKH.C.5.1.D

PART 1 · READ AND MARK

Underline each need people faced, circle the state power used to address it, and number each need and power as a matching pair. Use your marks to compare the historical and modern responses. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why did soil loss call for state action, and what power did Oklahoma lawmakers use to respond?	**Blowing soil crossed property lines, so individual farmers could not solve the problem alone. Lawmakers used their lawmaking power to create the Oklahoma Conservation Commission.**
2	During a declared flood emergency, what can the governor direct state agencies to do, and why might state coordination be needed?	**The governor can direct agencies to respond. State coordination helps when flooding affects several communities that need resources at the same time.**
3	How do the state powers used in the soil crisis and a flood emergency differ?	**Lawmakers created a lasting agency to help reduce soil loss. During a declared emergency, the governor can direct existing agencies to respond quickly.**
4	In each example, how does the state work with people or officials closer to the problem?	**Conservation districts work with landowners on soil and water protection. State emergency officials coordinate with county and city officials during floods.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

If the governor declares an emergency, the governor could direct state agencies to coordinate supplies and assistance with affected counties. That would help communities whose residents need support while power is out. Lawmakers could later fund a state program that helps critical facilities prepare backup power. Their power to decide state spending could reduce disruptions during future storms.

Accept other plausible state actions if students identify a state power and connect each action to a need caused by the ice storm. Immediate and future actions should be distinct.