I Have Heard of a Land: Using Oklahoma's Giant Traveling Map, with Historical Maps, to Tell a Complete Story By Lynn Tilley, OKAGE Teacher Consultant

Grade Levels: 3rd - OK History (Adaptable to 8th &10th American History)
Purpose/Overview: Geography is the landscape on which History happens. In this lesson, students will use an award-winning historical fiction picture book, the Oklahoma Giant Traveling Map, and a series of Oklahoma historical maps, to gain a better understanding of why Blacks from the South, single women, and other pioneers came to participate in the land runs, as well as the impact on Native Americans already living in the areas. Students will gain an appreciation and understanding that history usually has more than one perspective to events happening.

National Geography Standards from *Geography for Life*
Geographic Elements & Standards:
The World in Spatial Terms –

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate ideas.

Human Systems –

9. The characteristics, distribution, and migration of human populations on Earth's surface.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
17. How to apply geography to interpret the past.

Oklahoma Academic Standards for the Social Studies:

OAS 2012	OAS 2019
Process and Literacy Skills Standard 2: The student will develop and demonstrate Common Core writing literacy skills.	Engage in Evidence-Based Writing - Students will apply effective communication skills by developing a variety of evidence-based written products designed for multiple purposes and tasks, in order to demonstrate their understandings of social studies concepts, ideas, and content.
A.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	**5.A.2-3.2** Compose informative written products, focusing on the facts about a topic, including a main idea with supporting details.
History Literacy Content Standard 4: The student will analyze the significant events and historic personalities contributing to the development of the state of Oklahoma.	**3.3** The student will analyze the significant events and historic personalities contributing to the development of the state of Oklahoma.
11. Develop an understanding and appreciation of the historic and contemporary racial, ethnic, and cultural groups of Oklahoma.	**3.3.4** Identify cultural similarities and differences of the existing sovereign tribal nations in Oklahoma, especially those near the local community.

Materials:

- *I Have Heard of a Land* by Joyce Carol Thomas
- Oklahoma Giant Traveling Map
- Small historical maps: Pre-and post-removal lands of the Five Tribes 1820-1930s, Removal Routes of the Cherokees, Pre-Civil War division of Indian Territory, Indian Territory 1855-1866, Indian Territory 1889, Twin Territory Map. (provided)
- Large Signs with the following labels: Cherokee, Choctaw, Chickasaw, Creek, Seminole, Pioneers

Procedure:

1. Read aloud to students the award winning Historical Fiction book *I Have Heard of a Land* by Joyce Carol Thomas.
2. Read aloud the *Author's Note* at the end of the book which describes how Blacks from the South (among others) came to Oklahoma Territory hoping to obtain free land during the land runs.
3. Discuss with students some of the reasons why people participated in the land runs: Pioneers, Blacks from the South (many were former slaves), women who were alone.
4. Discuss with students that Indian Territory had *originally* been given to the Native Americans of the Five Civilized Tribes during forced removals from their native lands in the east (Trail of Tears).
5. Divide students into six groups: Cherokee, Choctaw, Chickasha, Creek, Seminole, Pioneers. Give each group an identifying sign, and each student a set of the six small historical maps.
6. Use the small maps to help student *tell a story* on the Giant Oklahoma Map. After viewing the tribal lands in the East on the 1820s-1830s pre-removal map, and the Removal Routes of the Cherokees into Indian Territory, have each of the student groups position themselves on the Giant Map to illustrate the larger land area each tribe was initially given. Then use succeeding maps to illustrate the continually smaller areas each tribe was forced into prior to the beginning land run of 1889. The *Pioneer* group will go to the Unassigned Land area in the Indian Territory 1889 map, and then spread across the western Oklahoma Territory area during later land runs and lotteries. (Have students look at final Twin Territory Map.)
7. Have students sit around edge of the Giant Map and reflect on what they discovered. Tell them events in History usually have more than one perspective, or point of view. It is *important* to try to get as accurate a picture as possible, when trying to understand or learn about something. This is true in today's world, as well as events from the past.
8. Have students write a journal entry about the land runs and/or settlement of Oklahoma from the perspective of two different individuals: Pioneer, Black (Former Slave) Individual from the South, Single Woman, Native American.

Assessment: (1) Student participation in discussions and group activity. (2)Journal writing activity.

Resources:

Thomas, Joyce Carol. *I Have Heard of a Land.* New York: Joanna Cotler Books. 1998.

Goins, Charles Robert & Goble, Danney. *Historical Atlas of Oklahoma.* 4th Edition. Norman: University of Oklahoma Press, 2006.

Adaptations: 8th & 10th Grade American History students can adapt the lesson to include individual student research on the all Black Towns that resulted from this time. http://www.okhistory.org/historycenter/blacktowns/allblacktownsmap.php