It Happened in Oklahoma!
Historical Significant State and Local Landmarks
By Lynn Tilley, OKAGE Teacher Consultant

Grade Levels: 3rd OK History (Adaptable to 8th & 10th American History)
Purpose/Overview: In this lesson, students will use the Oklahoma Giant Traveling Map to identify and locate important state and local landmarks, as well as gain a better understanding of their historical significance.

National Geography Standards from *Geography for Life* Geographic Elements & Standards:
The World in Spatial Terms –
2. How to use mental maps to organize information about people, places, and environments in a spatial context.
Human Systems –
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
The Uses of Geography –
17. How to apply geography to interpret the past.
18. How to apply geography to interpret the present and plan for the future.

2012 Oklahoma Standards for Social Studies	2019 Oklahoma Standards for Social Studies
Process and Literacy Skills Standard 2: The student will develop and demonstrate Common Core writing literacy skills.	Engage in Evidence-Based Writing: Understanding the multiple purposes of the writing process. Students will develop written products designed for a variety of social studies related investigations. Students will use and integrate evidence to present knowledge and support opinion.
C.7. Conduct short research projects that build knowledge about a topic related to Oklahoma.	5.A. Students will summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content.

Geography Literacy Content Standard 3: The student will examine Oklahoma's Geography and how people of Oklahoma interact with their environment.	3.2 The student will examine Oklahoma's geography and how people of Oklahoma interact with their environment.
1.B. Interpret thematic maps of Oklahoma with the essential map elements of title, legend, scale, and directional indicators.	B. Interpret thematic maps of Oklahoma with the essential map elements of title, legend, scale, and directional indicators.
3.HLCS4.10: 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.
12. Identify and describe the historic significance of state and local landmarks including the Buffalo Soldiers' Old Post at Fort Sill, the Nellie Johnstone Number 1, the Oklahoma Capital, Route 66, and the Oklahoma City Nation al Memorial.	*deleted

Materials:

- Oklahoma Giant Traveling Map
- Small individual student copies of the Oklahoma Giant Traveling Map
  (Map provided in Oklahoma Giant Traveling Map Teacher's Guide)
- Local and State Landmarks Chart (provided)
- Different Colored Sticky Notes for Each of the Four Student Groups
- Computers with Internet Access for Oklahoma Landmark Research

Procedure:

1. Explain to students that Oklahoma has many significant state and local landmarks that are important to the development of our state. In this activity they will identify, locate, and research the historic significance of landmarks.
2. Divide students into the four color groups of yellow, green, red, and blue. Have each group sit by their color circle on the map corners. Review with students the cardinal directions of the compass rose (North, South, East, and West). Practice locating places on the map using these four directions. Next practice locating places on the map using the intermediate directions of Northeast, Northwest, Southeast, and Southwest.
3. Pass out to each student a copy of the Local and State Landmarks chart. Tell students that some of the information is missing from the chart. Help

them understand they will use the given location of the landmark to find and mark the landmark on the giant map with a sticky note. Allow each color group a turn, assisting when necessary. After each location is found and marked, assist students in identifying its corresponding grid coordinates.

4. Have student groups return to a location away from the map and provide them with small individual copies of the Oklahoma Giant Traveling Map and pencils. Using the small maps, they will work together in their groups to fill in the missing grid coordinates for each landmark. (Reminder: Do not use pencils near the large maps.)

5. Have students use computers or Oklahoma books to locate information on each landmark, and write a short description in the appropriate blank. (The landmark research can be divided between groups, or each group can do all the landmarks, as age appropriate, or teacher preference.) This activity can be done on a different day if needed.

6. Student color groups will return to their seats on the Giant Map and share what they have learned from their research on the different landmarks.

7. (Optional) Using their now completed charts, students can again practice finding and marking landscape locations with sticky notes.

Assessment: (1) Student participation in discussions and group activity. (2) Short research project.

Adaptations: 8th & 10th Grade American History students can adapt the lesson to include individual student research for 8th Grade U.S. American History Content Skills Standard 6.2-4 (Buffalo Soldiers' Old Post at Fort Sill), and 10th Grade U.S. American History Content Skills Standard 3.B (Nellie Johnstone Number 1 - Oil Wells - impact of new inventions/technologies).