Who? What? Where?
Oklahomans Who Made a Difference

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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 gain a better understanding of notable historic and present day Oklahomans who made significant contributions to the State.

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 Academic Standards for the Social Studies	**2019 Oklahoma Academic Standards for the 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.
10. Conduct short research projects and examine notable historic and presentday Oklahomans utilizing biographies and informational texts to describe their significant contributions.	**3.3.12** Examine notable historic and present-day Oklahomans utilizing biographies and information texts such as Jim Thorpe, Sequoyah, Will Rogers, Wiley Post, Mickey Mantle, Shannon Lucid, Bill Pickett, Clara Luper, and Maria Tallchief.

Materials:

- *Bad News for Outlaws: The Remarkable Life of Bass Reeves, Deputy U.S. Marshall* by Vaunda Micheaux Nelson
- Oklahoma Giant Traveling Map
- Small individual student copies of the Oklahoma Giant Traveling Map (Map provided in Oklahoma Giant Traveling Map Teacher's Guide).
- Prepare individual Index Cards with Name of Oklahoman, Location, & Grid "coordinates" added (see attachment for information to place on cards)
- Small container to put cards into **Procedure:**

1. Read aloud to students the award winning Picture book *Bad News for Outlaws: The Remarkable Life of Bass Reeves, Deputy U.S. Marshall* by Vaunda Micheaux Nelson.
2. Discuss with students the significance of the contributions made by Deputy U.S. Marshall Bass Reeves to Indian Territory.
3. Tell students that many past and present-day individuals have also made significant contributions to Oklahoma. Tell students they will be using the Oklahoma Giant Traveling Map to locate where some of these individuals are from, and will then investigate further, through short research projects, more about these individuals and their contributions.

4. 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.
5. Have each color group take turns drawing a card, read aloud the name on the card, the brief description about the individual, and using the grid coordinates, locate the place on the map from which they were from. Lay the individual cards on its corresponding location.
6. When completed, have students look at the whole map and share and discuss any observations they can make about placements. (i.e.: Are they scattered, several together in an area, close to something they are familiar with, etc. The purpose is to get them to think about the map and what they are observing.)
7. Assign each student (or group of students) an individual Oklahoman on which to do a short research project. Upon completion, students will present and share their information with the rest of the class.
8. (Optional) Repeat Step 5 & 6 Grid Coordinate Activity a second time to help students practice and development fluency with this map activity.

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

Resources:

Nelson, Vaunda Micheaux. *Bad News for Outlaws: The Remarkable Life of Bass Reeves, Deputy U. S. Marshall.* Minneapolis, MN: Carolrhoda Books. 2009.

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, and 10th Grade U.S. American History Content Skills Standard 1.B and 2.A-C.