

OH-klahoma, Where Art Thou?

Geography

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Grade Level	2nd – 3rd Grade	**Time Frame**	4-5 class period(s)
Subject	English/Language Arts, Social Studies	**Duration**	260 minutes
Course	Oklahoma History		

Essential Question

How can understanding the parts of a map help you identify where you are in relation to another point on the map?

Summary

During this interactive lesson, students will explore various map types, learn about the different features of maps, hone in on the unique qualities of their state's maps, and create their very own maps of the state of Oklahoma.

Snapshot

Engage

Students engage in a Card Sort activity to organize words, definitions, and images representing various aspects of a map.

Explore

Students explore a variety of different map types and their usefulness in providing key information.

Explain

Students analyze the text in an interactive book that is designed to explain the various aspects of maps.

Extend

Students participate in an interactive read-aloud of "S is for Sooner: An Oklahoma Alphabet," by Devin Scillian, in which they take turns applying new skills to create a classroom map of Oklahoma.

Evaluate

Students take the information that they have learned throughout the lesson and construct their own maps of the state of Oklahoma.

Standards

Oklahoma Academic Standards (Grade 3)

2.2.2: Describe absolute and relative location using latitude, longitude, and hemispheres on basic maps and globes.
2.2.4: Identify and locate basic landforms, bodies of water, continents, and oceans on a map.

Oklahoma Academic Standards (Grade 3)

3.2.1B: Interpret thematic maps of Oklahoma with the essential map elements of title, legend, scale, and directional indicators.
3.2.1E: Describe the climate and various natural vegetation zones found in Oklahoma.
3.2.1F: Identify the six states bordering Oklahoma on a map.

Oklahoma Academic Standards for English Language Arts (Grade 3)

3.2.R.1: Students will locate the main idea and key supporting details of a text or section of text.
3.4.R.1: Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.
3.6.R.2: Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to define a text.
3.6.W.2: Students will organize information found during group or individual research, using graphic organizers or other aids.
3.7.R.1: Students will locate, organize, and use information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal questions.

Attachments

- Card Sort—OH-klahoma Where Art Thou.docx
- Card Sort—OH-klahoma Where Art Thou.pdf
- It's OPTIC-AL—OH-klahoma, Where Art Thou.docx
- It's OPTIC-AL—OH-klahoma, Where Art Thou.pdf
- Lesson Slides—OH-klahoma, Where Art Thou.pptx
- Oklahoma Map Book - OH-klahoma Where Art Thou.pdf
- Oklahoma Maps—OH-klahoma, Where Art Thou.pptx
- S is for Sooner Map Cards—OH-klahoma Where Art Thou.docx
- S is for Sooner Map Cards—OH-klahoma Where Art Thou.pdf
- Student Work Samples—OH-klahoma Where Art Thou.pdf
- United States Maps—OH-klahoma, Where Art Thou.pptx
- World Maps—OH-klahoma, Where Art Thou.pptx

Materials

- Lesson Slides (attached)
- Printed Oklahoma, United States, and World maps (attached; one copy each per classroom)
- Card Sort cards (attached; one set per pair of students)
- It's OPTIC-AL handout (attached; one per student)
- Oklahoma Map Books (attached; one per student)
- "S is for Sooner: An Oklahoma Alphabet" by Devin Scillian
- "S is for Sooner" map cards (attached; one set per classroom)
- Student Work Samples (attached; one per teacher)
- Large classroom map of Oklahoma
- Magnets, tape, double-sided tape, or hook and loop fasteners (for hanging maps and map cards)
- Stapler
- Globe
- Compass

- Paper
- Markers, crayons, or colored pencils (Red, Pink, Orange, Green, Blue, Purple, Black)
- Pencils
- Highlighters

Engage

Teacher's Note: Getting Set Up

Allow yourself sufficient time for printing and preparing the various materials before beginning this lesson. Print and cut out the Card Sort cards (one set per pair of students) for the Engage activity as well as the *S is for Sooner* Map Cards (one set) for the Extend activity. If your map is on the whiteboard, you might want to put magnets on the back of the cards so they'll stick to the board. Other options would be using tape, double-sided tape, or hook and loop fasteners. Printing the cards on heavier paper, such as card stock, and laminating them will ensure that they last longer than just this one lesson! Print the Oklahoma Maps, United States Maps, and World Maps for the Explore activity and hang them around the classroom. Print the It's OPTIC-AL handouts and keep them nearby so that you can pass them out when the students have completed the gallery walk. Print the Oklahoma Map Books for the Explain activity front to back. You can either fold the books in half yourself or direct your students in doing this. Additionally, make sure to have markers, highlighters, a compass, and a globe available for students to use and reference. For the **Extend** activity, you will want to make sure your map of Oklahoma is easily accessible.

Teacher's Note: Timing

This lesson should take four or five 45-minute class periods to complete. We recommend breaking it up into one activity per day.

Use the attached **Lesson Slides** to guide the activities and instruction. Display slide 2 and tell students that they are going to participate in a Card Sort activity. During the activity, students will work with a partner to match content-related words to their definitions or pictures. This activity will help students organize their prior knowledge about maps and show any misconceptions they might have.

Students should spend no more than 10–15 minutes on the card sort because it is intended as a quick assessment of prior knowledge. However, let them know that they will revisit it later in the lesson, so if they aren't sure what the meaning of a word is, that's okay!

Engaging Students: Debriefing Questions

Before moving on to the next activity consider asking students: Which words and definitions are you most confident about? Least confident about? Unsure about?

Display slide 3 and share the essential question with students: How can understanding all aspects of a map help you identify where you are in relation to another point on the map?

Share the lesson objectives on **slide 4**.

Explore

The Explore activity combines the Gallery Walk and It's OPTIC-al instructional strategies. As students move from station to station, viewing different types of maps of Oklahoma, the United States, and the world, they have the opportunity to explore maps that represent a variety of topographical and physical features, land regions, and political borders. This exposure prepares students to have voice and choice in which map they'd like to analyze further in the second part of the activity.

Teacher's Note: Differentiation

The maps included in the attachments include varying levels of information. They range from maps with detailed keys, titles, scales, and labels to simple line maps. Depending on the age and ability levels of your students, you might choose to display all the maps or only choose a few.

Display slide 5. Distribute students equally among the maps hung around your room. Tell groups that they will circulate around the room, stopping at each map long enough to evaluate it. Draw students' attention to the four questions on the slide, which they should consider with their groups as they view each map.

Begin the Gallery Walk, giving students approximately one minute to spend at each map image before rotating to the next map. Continue until all of the groups have completed the circuit.

Teacher's Note: Monitoring And Asking Questions

As students are exploring the maps with their small groups, walk around the room, monitoring their discussions, and asking questions to help encourage discourse.

Optional: Technology Integration

Are you looking to integrate more meaningful technology into your classroom? Consider using a website such as Voice Thread. You can upload the images of the maps onto the site ahead of time, and students can choose whether they would like to make a quick video, a voice memo, or a written note to provide feedback about what they noticed and what they found was missing.

Once students have completed the circuit, debrief as a whole class by having students reflect on what they observed using the questions on slides 6–9:

- What information did you see on the maps that was helpful? How was it helpful?
- What information did you notice was missing? How did not having that information affect your understanding of a map?
- What information would be helpful if you had it? How would that have helped improve your understanding?
- What information was confusing to you? What do you think was causing this confusion? How might a map author make changes to help you better understand the information?

Display slide 10. Ask students to select one map that they'd like to analyze further, and then pass out a copy of the It's OPTIC-AL handout to each student.

Teacher's Note: Voice And Choice

Allowing your students to have voice and choice will get them to "buy in" to what you're teaching. It will increase their overall engagement throughout the lesson and help to expand their knowledge!

Looking at the map that they chose, students should follow the prompts on their handouts to describe the following:

- O - Observations: What do students notice about the map?
- P - Visual Parts: What details make this map unique?
- T - Title: What is the title? How does it relate to the map as a whole? If it doesn't have a title, what would be a good title for the map?
- I - Interrelationships of the Visuals: How do all of the pieces of this map work together to help students understand what it's telling them?
- C - Conclusions: How might this map be helpful to someone?

Explain

Display slide 11. Students will use the CUS and Discuss strategy as they read through the Oklahoma Map Book handout. Students should:

- C - Circle new words.
- U - Underline details that support the main idea of each section.
- S - Star the main idea of each section.

Each page of this book is interactive and will help explain the purposes of maps, different types of maps, definitions associated with reading maps, and more. As they read, your students should be circling new words, underlining details that support the main idea of each section, and starring the main ideas of each section. Students can either read through the document once before reading through it again to mark it up, or they can mark important parts of the text as they read through it the first time; this is an instructional decision for you to make based on the needs of the class.

Revealing Slide 11

An image of the Oklahoma Map Book's first page is included on slide 11. Each mouse click adds more detail to the page. Keep in mind, this is just a guide for how you might model the CUS and Discuss strategy and can be used as a slow release into independent reading of the text.

If Your City Is Not On The Map

On page 1, students are asked to interact with the political map in terms of where their city is. If your city is **NOT** shown on the map, direct your students to circle the city closest to you.

Display slide 12. As they finish reading, have the students pair up to discuss what they circled, underlined, and starred, as well as their responses and interactions with the book. Then, have them revisit their card sorts and see if their responses have changed. They can use their map books to help them justify any changes that they might want to make.

Teacher's Note: Beyond The Lesson

The Card Sort can be used later in your larger unit study as a matching game or review game prior to a unit assessment. Simply have pairs of students shuffle the cards, place them face down on the table, and take turns flipping over two cards. If the cards have a definition/image and the matching term, then the student collects them; if they do not match, then the student flips the cards back over.

Extend

Display slide 13. Now that students have a good understanding of maps and their various purposes, read aloud the book *S is for Sooner: An Oklahoma Alphabet* by Devin Scillian. During the read-aloud, pause so that students can interact with the map of Oklahoma using the S is for Sooner Map Cards provided in the attachments. Use these cards to label locations mentioned throughout the book on your classroom's state map.

Teacher's Note: Timing

This portion of the lesson might take more time than others, as students are being asked to interact with the map together. If needed, consider breaking up the reading into manageable chunks and spreading it over a few class periods.

Once you have completed the read-aloud of the book, take a moment to view the completed map. Pose the following question to your class: "Have we left anything off?"

Possible Student Responses

When you ask the question "Have we left anything off?" in regards to the read-aloud and the major locations mentioned in the book, consider having students share out locations that are important to them. If time permits, have them come to the board and find locations that they mentioned on your map. The more connections students can make, the better! Additionally, you might have students mention the towns and cities from the book that were not labeled. Let them know that the book mentioned a lot of amazing places and people, along with contributions that Oklahomans made to the United States, but a lot of locations are close together on the map, and it isn't big enough for everything to fit. Finally, if your town wasn't mentioned or labeled on the map, hopefully one of the students points that out. If not, that's okay! Point it out for them, and then put your own label on the map where your town is located.

Evaluate

Display **slide 14**. Using what they have learned, have your students create a One-Pager depicting what they believe to be the most important information from the lesson. A one-pager allows students to express their overall comprehension of a subject through a variety of methods. Students use one side of a piece of paper to demonstrate comprehension through writing, drawing, and other forms of expression. Let your students know that, on one side of the paper, all of their work should be colored and completed neatly in pencil. When creating their one-pager, students should include four or more of the following:

- Write the **title** of the unit somewhere prominent on the page.
- Draw a **border** around the page that represents the theme of the unit (this can be words, symbols, or phrases).
- Sketch *at least* one **image** (but, more are encouraged!) that represents something they learned during the lesson.
- Describe one of the visuals that they drew with a **word cluster** around it.
- Write a **personal statement** that evaluates the lesson. (e.g., "I enjoyed this lesson, because...", or "I didn't enjoy this lesson, because...")
- Develop three or more **written questions**. These questions should each come with the correct answer included.
- Write a **poem** that summarizes important information learned in the lesson.

The Student Work Samples attachment includes examples of one-pagers created by students about the state of Washington.

Teacher's Note: Differentiation

You know your students best, how they prefer to work, and the level of complexity that they need. If you have a younger class that needs more support, consider having them choose only a few of the seven activities from the list above. You might also consider having their poem be an acrostic poem, depending on students' level of interaction with various types of poetry prior to this lesson. If you have students who are more advanced or need more of a challenge, consider having them complete all of the activities for their one-pager, or encourage them to try and formulate questions addressing different levels of Bloom's taxonomy.

Resources

- K20 Center. (n.d.). Card sort. Strategies. https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f506976b
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- K20 Center. (n.d.). It's OPTIC-al. Strategies. Retrieved from https://learn.k20center.ou.edu/strategy/b30762a7557ba0b391f207f4c600eac6
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- Scillian, D. & Radzinski, K. (2003). S is for Sooner: An Oklahoma alphabet. Ann Arbor, MI: Sleeping Bear Press.