

Analyzing Oklahoma Historical Figures

Analyzing History

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Published by *K20 Center*

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Grade Level	9th Grade	**Time Frame**	2-3 class period(s)
Subject	Social Studies	**Duration**	120 minutes
Course	Oklahoma History		

Essential Question

Do people make history, or does history make people?

Summary

History courses are filled with people who have "made" history. In this lesson, students will analyze historical figures and make connections about their places in history. Students will research an Oklahoma historical figure of their choice and examine their impact during their historical period, as well as their relationship to other historical figures. This lesson can be used in any history course, but it is best suited to introduce key historical figures at the beginning of a unit or to review key historical figures at the end of a semester.

Snapshot

Engage

Students participate in a Tell Me Everything activity about Oklahoma historical figures.

Explore

Each student chooses a historical figure and begins completing a KWHL chart about that person.

Explain

Students research their historical figure to finish the KWHL chart.

Extend

Students create posters to profile their historical figure.

Evaluate

Students participate in a Gallery Walk, revisit their KWHL charts, and submit their posters and KWHL charts.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR401: Locate important details in somewhat challenging passages
CLR402: Draw logical conclusions in somewhat challenging passages
IDT403: Summarize key supporting ideas and details in somewhat challenging passages

Oklahoma Academic Standards (Social Studies: Oklahoma History (9th through 12th grade))

5: 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.

Oklahoma Academic Standards (Social Studies: Oklahoma History (9th through 12th grade))

OKH.6.3: Describe the artistic contributions of Oklahomans in the fields of music, art, literature, theater,and dance such as Ralph Ellison and the Five Indian Ballerinas.
OKH.6.4: Summarize the impact of individual Oklahomans' leadership on state and national politics including political realignment.

Attachments

- Historical Figure List—Analyzing Oklahoma Historical Figures - Spanish.docx
- Historical Figure List—Analyzing Oklahoma Historical Figures - Spanish.pdf
- Historical Figure List—Analyzing Oklahoma Historical Figures.docx
- Historical Figure List—Analyzing Oklahoma Historical Figures.pdf
- Historical Figure Profile Example—Analyzing Oklahoma Historical Figures.pdf
- Historical Figure Profile Rubric—Analyzing Oklahoma Historical Figures - Spanish.docx
- Historical Figure Profile Rubric—Analyzing Oklahoma Historical Figures - Spanish.pdf
- Historical Figure Profile Rubric—Analyzing Oklahoma Historical Figures.docx
- Historical Figure Profile Rubric—Analyzing Oklahoma Historical Figures.pdf
- Historical Figure Profile Template—Analyzing Oklahoma Historical Figures - Spanish.docx
- Historical Figure Profile Template—Analyzing Oklahoma Historical Figures - Spanish.pdf
- Historical Figure Profile Template—Analyzing Oklahoma Historical Figures.docx
- Historical Figure Profile Template—Analyzing Oklahoma Historical Figures.pdf
- KWHL Chart—Analyzing Oklahoma Historical Figures - Spanish.docx
- KWHL Chart—Analyzing Oklahoma Historical Figures - Spanish.pdf
- KWHL Chart—Analyzing Oklahoma Historical Figures.docx
- KWHL Chart—Analyzing Oklahoma Historical Figures.pdf
- Lesson Slides—Analyzing Oklahoma Historical Figures.pptx

Materials

- Lesson Slides (attached)
- KWHL Chart (attached, one per student)
- Historical Figure List (attached, one copy per class)
- Hat (or similar container for drawing names)
- Historical Figure Profile Template (attached, one per student)
- Historical Figure Profile Rubric (attached, one per student)
- Markers, colored pencils, crayons, pens, pencils, etc.
- Student devices with Internet access

Engage

Begin by displaying **slide 4**. Ask students to get out a piece of paper to participate in a Tell Me Everything activity. Give students 1 minute to write down the name of every famous Oklahoma historical figure they can think of.

After the time is up, display **slide 5** and give students an additional minute to write down everything that they know about the people they included in their lists. Invite students to discuss their lists with a partner.

Display **slides 6 and 7** and ask students if any of these people (slide 6: Maria Tallchief and Carl Albert; slide 7: Ralph Ellison and Sequoyah) were included in their lists. If students say no, ask them why not.

Explain to students that there are a number of famous Oklahoma figures who played important roles in history, and it will be the students' job to become experts on ONE famous Oklahoman.

Explore

Teacher's Note: Selecting Historical Figures

Depending on the class, consider having students select their own historical figure to research from a class-generated list. Additionally, you should feel free to add other historical figures to the list as you see fit. You are also welcome to use the Oklahoma Historical Figures List that is attached to this lesson.

For the Explore activity, each student will need to select a single historical figure to learn more about. Feel free to use the attached Historical Figures List as a starting point and add other historical figures as you see fit. Or, engage students in a brainstorming session to build your own class list. You can choose to cut out the names and have students each draw a historical figure at random from a hat or another container (**slide 8**), or you can allow students to select which historical figure they'd like to research.

Once students have each selected a historical figure, tell them that they will use a KWHL Graphic Organizer to help them as they learn more about their figures.

Display **slide 9** and pass out copies of the KWHL Chart handout. Have students write the name of their historical figure at the top of the chart.

Ask students to fill in the "K" column with everything they know about their historical figure. Allow 3–5 minutes of writing time.

Display **slide 10**. Ask students to fill in the "W" column with everything they want to know about their historical figure. Give students an additional 3–5 minutes for this part of the activity.

Teacher's Note: Identifying Knowledge Gaps

Consider asking students to use the "K" column as a way to generate questions or identify knowledge gaps regarding their historical figure, such as, "What do I need to know about my historical figure?" or "What facts about my historical figure do I want to know?"

Display **slide 11**. Ask students to fill in the "H" column with ideas about how they might find the information they listed in their "W" column. Tell students that this will serve as an action plan as they research their historical figures.

Explain

Using their KWHL Charts (specifically the "W" and "H" columns) as a reference, students will now consult their history books and/or appropriate online resources to find the information they identified in the "W" column.

Teacher's Note: Historical Figure Research Resources

If students are doing their research online, some sites you might suggest include the National Archives, the Smithsonian Learning Lab, the Oklahoma Council for the Social Studies, Oklahoma History Center, The Encyclopedia of Oklahoma History and Culture, Reading Like a Historian, and Encyclopedia Britannica. If students have access and time, consider encouraging them to visit their local library for research outside of class.

Display **slide 12**. As students research, ask them to take appropriate notes about their findings and write down where they found the information. In their notes, students might include the following information relating to their historical figures:

- Notable accomplishments
- Education
- Connections to other historical figures
- Interests or hobbies
- Contributions to their field
- Interesting facts
- Importance to Oklahoma history

Optional Tech Integration "twist"

Consider allowing students to find and curate their research digitally using a tool like Weje.io (**slide 13**).

Extend

Give each student a blank sheet of paper, or pass out copies of the attached Historical Figures Profile Template.

Display **slide 14**. Students will fill in the required information that they found during their research and draw in any images and symbols that they associate with their historical figures.

- **Quote:** Which quote best reflects the historical figure? If students find that their figures have many quotes attributed to them, suggest that they select one that they find particularly interesting or meaningful.
- **Five Fast Facts:** What are five key pieces of information about the historical figure? Students should highlight these using brief bullet points.
- **Historical Importance:** Why is the figure important in the scope of history? Students should write a quick sentence or two explaining why their historical figure is important.
- Six-Word Memoir: Instead of having students write longer biographies of their historical figures, have them create concise "memoirs" of their figures that sum up their historical importance in just six words.
- **BFF:** If time travel were available, which other historical figure(s) would this historical figure get along with the best? Why would they be friends?
- **Worst Enemy:** Who would the historical figure despise the most in all of history? Why would they not get along?
- **Image:** What does this historical figure look like? Students should draw a picture in the large oval.
- **Symbols**: Based on students' research, what four symbols would they most associate with their figures? Students should draw these symbols in the small square boxes.

Optional Tech Integration "twist"

Consider letting students create a digital project about their figure using a tool such as Sutori. Access to Sutori is free but does require an account (**slide 15**).

Evaluate

Display **slide 16**. Ask students to post their projects on the wall to prepare for a Gallery Walk where they will view their peers' projects. Give each student several sticky notes and have them grab a pen or pencil.

Teacher's Note: Optional Sutori Integration

If students used Sutori to create their projects, students can comment digitally on each portion of their peers' presentations. (**slide 17**).

Once students have rotated back to their own projects, give them time to review the feedback and make any changes that they see fit.

Display **slide 18**. Have students return to their KWHL Charts and fill out the "L" column with what they have learned about their historical figures.

Have students turn in their KWHL charts and research notes. Consider providing formative feedback about their research techniques and providing suggestions that can aid them in their next research project. A Historical Figure Profile Rubric is attached, which you can use to assist with grading students' projects.

Resources

- Effinger, S., & Widdicombe, L. (2008, February 25). Say it all in six words. Ms. Effie's Lifesavers. https://mseffie.com/assignments/six_words/six_words.html
- K20 Center. (n.d.). Gallery Walk/Carousel. Strategies. https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f505a54d
- K20 Center. (n.d.). KWHL Graphic Organizer. Strategies. https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f505dd47
- K20 Center. (n.d.). Six-Word Memoirs. Strategies. https://learn.k20center.ou.edu/strategy/7b4de59085f566aa097814b8c002b98a
- K20 Center. (n.d.). Tell Me Everything. Strategies. https://learn.k20center.ou.edu/strategy/baee4e90c5fa1a7060ca04dd8b001ea4
- K20 Center. (n.d.). Sutori. Tech Tools. https://learn.k20center.ou.edu/tech-tool/2172