



**TITLE:** Six Oklahoma Cities over Three Time Periods: Using the Oklahoma Giant Traveling Floor Map

**AUTHOR:** Clayton Canon

**OKLAHOMA ACADEMIC STANDARDS (Social Studies):**

3.2.1: The student will examine Oklahoma’s political and physical features.

- A. Identify the state of Oklahoma using relative location, absolute location (latitude and longitude), direction, scale, size, and shape using physical and political maps.
- B. Interpret thematic maps of Oklahoma with the essential map elements of title, legend, scale, and directional indicators.
- C. Identify Oklahoma’s major landforms and bodies of water on a physical map.
- D. Identify Oklahoma’s major metropolitan centers and cities on a political map.

6.1.1: The student will apply geographic information to support analysis from primary and secondary sources located in a variety of texts.

6.1.2: The student will describe how various map projections distort the surface of the earth and apply the concepts of scale, distance, direction, relative location, absolute location, and latitude and longitude.

6.1.3: The student will integrate visual information, draw conclusions, and make predictions from geographic data and analyze spatial distribution and patterns by interpreting that data as displayed on geographic tools.

6.1.4: Integrate visual information and develop of the skill of mental mapping of the political and physical features of Earth’s surface in order to organize information about people, places, and environments.

**OBJECTIVES (Student “I CAN” Statements):**

1. “I CAN” identify the state of Oklahoma on a map.
2. “I CAN” accurately apply the skills of relative and absolute location, direction, and map scale.
3. “I CAN” interpret maps in order to analyze visual information to draw conclusions and make predictions from geographic data.
4. “I CAN” use geographic data to make predictions about the future.

**RECOMMENDED GRADES OR CONTENT AREA:**

3rd Grade Social Studies  
6th Grade Western Hemisphere Human Geography  
7th Grade Eastern Hemisphere Human Geography  
Government

**TIME NEEDED:**

20-25 minutes per rotation; one class period

**MATERIALS:**

1. Compass rose
2. Plastic Chains
3. Population Markers (poker chips)
4. Student Handouts
5. Oklahoma State Road Maps (<https://www.travelok.com/maps>)

**PREPARATION:**

1. Discuss the procedures for the activity and the rules for using the Oklahoma Giant Traveling Map.

**RULES:**

- Shoes are not allowed on the map. Please have students remove shoes before walking on the map.
  - No writing utensils are allowed on the map.
  - No sliding or horseplay is allowed on the map.
  - All materials should be replaced in storage after each rotation.
2. Prepare students for this activity by having a general conversation with them about population and the purpose of the United States Census.

**DIRECTIONS:**

1. Remind students of the rules for using the Oklahoma Giant Map.
2. Introduce the activity by saying something similar to the following:
  - Today we are going to be returning to our discussion centered around population and the United States Census. Population is the number of people who live in a given area and the census is a survey for the purpose of tracking the population of the United States. For this activity, we will be looking at the population of six different cities in Oklahoma in three different time periods. We will interact with census data and use the Oklahoma Giant map to visualize that data.
3. Divide students into two groups.
  - a. Assign 1-2 trusted students to be the group leader(s) in each group (this will allow you to go back and forth between the two groups).
  - b. Group A will complete the Giant Map Activity first, while Group B completes the data activity. At the conclusion of 20 minutes, the groups will switch and do the other activity.

<b>Leader Roles</b>	
<p><b>1. The Teacher will:</b></p> <p>a. Spend more time monitoring the Giant map activity but also check in on the data activity.</p> <p>b. Assist students who need It in both groups.</p> <p>c. Monitor time and remind group leaders to ensure a smooth transition.</p> <p><b>2. The Group Leader(s) will:</b></p> <p>a. Read instructions for the activity to the entire group.</p> <p>b. Distribute any necessary handouts</p> <p>c. Monitor time and report it to group members</p>	
<b>Activity Procedures</b>	
<b>Group A - Giant Traveling Map Activity (20 minutes)</b>	<b>Group B - Data Activity (20 Minutes)</b>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Activity Scope</b></p> <p>This activity will address “I CAN” Statements numbers 1 &amp; 2.</p> <p>1. Students will begin be receiving another reminder of the rules and expectations for the Giant Traveling Map.</p> <p>2. Next, they will be invited onto the map to complete the following:</p> <ul style="list-style-type: none"> <li>• Determine the actual distance from Oklahoma City to Guymon*.</li> <li>• Determine the actual distance from Guthrie to Shawnee*.</li> <li>• Determine location of Yukon using the map grid**.</li> <li>• Determine location of Guthrie using the map grid**.</li> <li>• Determine location of Tulsa using the map grid**.</li> <li>• Explain the relative location of Guymon.</li> <li>• Identify which direction one would travel going from Oklahoma City to Shawnee.</li> <li>• Identify which direction one would travel going from Tulsa to Yukon.</li> <li>• When the rotation is up, ensure that students neatly place all supplies where they found them.</li> </ul> <p>*Use the map scale on either the giant map or an Oklahoma State Road Map.</p> <p>**3rd grade: use the map grid for absolute location and introduce the terms latitude and longitude. 6th and 7th grade: use an Oklahoma Road Map and allow students to find the latitude and longitude of each absolute location.</p>	<p>This activity will address “I CAN” Statements numbers 3 &amp; 4.</p> <p>1. Students will begin by mapping the 6 selected city locations on the provided, blank map of Oklahoma. Students will be provided with population information and will be asked to make symbols for each city, bigger or smaller, based on their population rank on the provided list of 6.</p> <p>2. Next, students will use their labeled map (from step 1) and a map of Oklahoma’s bodies of water to compare and analyze. Students will begin making observations.</p> <p>3. Finally, students will be asked to predict why these 6 cities are located where they are, with the goal of establishing the “why of where” for human settlement in Oklahoma</p> <p>*** Students will be given the “Oklahomans on the Move Infographic” and asked to synthesize the population number and the maps in order to make speculative claims in regards to the data.</p>

## **MODIFICATIONS:**

This lesson plan includes group discussion and kinesthetic activity. Both portions of it can be modified for various learners and in the event that the Oklahoma Giant Traveling Map is unavailable. Teachers are encouraged to modify as they see fit but are also reminded to follow the rules for using the Giant Map.

1. With third grade students, the teacher may wish to forgo the data activity and, instead, have students compare and contrast the sizes of city populations by using the various sized circles with the Giant Map kit.
2. With seventh grade, students may use the plastic chains in order to visualize where lines of latitude and longitude intersect.

## **EXTENSION:**

Congressional Redistricting (<https://www.uccs.edu/geocivics/stateresources/oklahoma>)

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- Yukon Public Schools

## **RESOURCES (Handouts):**

1. Blank Oklahoma County Map
2. Oklahoma Population Data by Year
3. Oklahomans on the Move Infographic
4. Oklahomans on the Move Latitude & Longitude/Bodies of Water Map