

# OKLAHOMA

## Giant Traveling Map Lesson

**TITLE / AUTHOR:** *Oklahomans on the Move* / Clayton Canon

### **OKLAHOMA ACADEMIC STANDARDS / SUITABLE DISCIPLINES:**

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 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.

6.3.6 Identify the role of the citizen in the selection of government officials and lawmaking; compare individual liberties under different forms of government.

8.3.9 Identify the structure and responsibilities of the elected and appointed officials of the three branches of government in relationship to the legislative process, including the role of Congress and the President, as well as the Supreme Court's power of judicial review.

USG.5.3 Analyze how our system of government provides citizens opportunities to monitor and influence the actions of the government and hold elected officials accountable.

USG.5.4 Analyze factors affecting the political process and their role in government, including the role of political parties, interest groups, mass media, public opinion, and campaign funding.

USG.5.5 Explain the steps of the electoral process including the components of local and national campaigns, the nominative process, and the Electoral College.

**OBJECTIVES:**

Participants will:

- Learn about major cities in Oklahoma during three different historical periods
- Practice using grids and cardinal directions to locate cities in the state
- Practice using latitude and longitude lines (if appropriate for grade level)
- Analyze change over time
- Discuss topics such as the census (source of data), distribution of resources in the state, and implications of changes in population for political representation at various levels of government

**RECOMMENDED GRADES:** Fourth through adult

**TIME NEEDED:** 20 to 25 minutes, depending on whether discussion is held as part of the map visit or at a later time

**MATERIALS:**

- Compass rose
- 15 flat markers
- 15 tall cones
- 15 shorter, flexible cones
- Chains for dividing the state into electoral districts
- List of Oklahoma cities by population for 1900/1950/2010 (some cities are not on the map and will need to be found by using latitude and longitude lines at the sides of the giant map)

**PREPARATION:**

- Discussion about the reasons why people choose to live in different places
- Review of historical settlement patterns in Oklahoma
- Development of predictions by participants about where they think people might live

**RULES:**

- Shoes are not allowed on the map. Please have participants remove shoes before walking on the map.
- Participants should wear socks on the map.
- No writing utensils on the map.
- No sliding on the map.

**DIRECTIONS:**

Using the list of cities and colored cones (or LEGOs if using a paper tabletop map), participants will locate the fifteen most populous cities in Oklahoma for the years 1900, 1950, and 2010. They will then look for trends based on the east/west axis and north/south axis, speculating about the factors that contributed to population distribution among the various regions of the state.

On the map:

1. Provide participants with an overview about exploring the top fifteen populated places in Oklahoma in 1900, 1950, and 2010 using U.S. Census data as a source of information.
2. Ask participants about the kinds of jobs they imagine people were doing in Oklahoma in 1900. Ask them to predict where people might be living.
3. Take 15 of the round markers. Pass them out to 15 of the participants (usually just ask them to take one and pass the remainder along).
4. Read the 15 largest cities one at a time, going down the row of participants and asking the participants to place the marker on the dot identifying the town (star in the case of Columbus).
5. Remind the participants that they can provide assistance to their classmates about the location of a city based on cardinal directions or the grid. They should avoid shouting "over there", "this way", etc.
6. After the flat, round markers are all on the map, ask the participants to interpret the new information that has been added to the map.
7. Move on to the 1950 census and ask participants what jobs people were doing then. Ask them to predict where people might be living.
8. Pass out the 15 larger cones. Assign individuals participants to place their cones on the 15 cities. For cities in the top 15 in 1900 and 1950, have participants pick up the red marker and place it on top of the cone.
9. After the larger cones are all on the map, repeat Item 6 above, asking them to think about what has changed and why.
10. Repeat process with 2010 census data and smaller or flexible orange cones. Have participants put the orange cone on top of the flat, round marker creating a pyramid, or on top of the large cone if the city was in the top 15 only in 1950.
11. Discuss where most of the people live and why. This is also an opportunity to review the concentration of people in the state in terms of electoral districts.

## **NOTES:**

Tell participants that at the beginning of Oklahoma history agriculture was a main industry in the state. Ask what other factors might have influenced where people settled.

## **GUIDING QUESTIONS:**

### **Q. What factors influenced where people initially settled?**

A. Government regulations regarding tribal lands, availability of natural resources, and suitability of land for farming.

### **Q. How many of the fifteen largest cities were located along a river in 1900?**

A. Almost all of them.

### **Q. How many of the cities were in the eastern part of the state? How many of the fifteen largest cities in 1900 were in the western part of the state.**

A. The cities were mainly in the middle of the state. None of the fifteen largest cities are in the panhandle.

**Q. For what reasons did this pattern exist?**

A. Other areas of the state did not have available resources.

**Q. How did Oklahoma compare with the rest of the United States?**

A. The state's population grew at a rate similar to that of the country.

	1900	1950	2010
Oklahoma	790,391	2,233,351	3,751,351
United States	76,212,168	151,325,798	308,745,538

\*After adding cones from the 1950 Census, ask participants to consider how many of the cities are in rural areas.

**Q. How many cities in the new top fifteen in 1950 were also in the top fifteen in 1900? What percentage is that?**

A. Six, 40% (less than half)

**Q. How many cities in the new top fifteen in 2010 were also in the top fifteen in 1900? 1950?**

A. Nine cities are in the most populated 15 cities both in 1950 and 2010. Five cities are in the top 15 cities by population in all three decades.

**Q. Are major cities and suburbs significantly more concentrated in 2010 than they were in 1950?**

A. Yes. There are more suburbs in 2010.

**Q. Generally speaking, how would you describe the majority of population movement and growth in the Oklahoma over the past one hundred years?**

A. Following the concentration of Native Americans in the eastern part of the state, more land was open to non-Native Americans in the late 19<sup>th</sup> century. Southern settlers preferred eastern and southern counties, while northern settlers favored the northern and western sections.

**Q. Why? What factors have encouraged people to move and live in cities?**

A. Accessibility to the energy industry, employment opportunities

**MODIFICATIONS:**

For younger students, focus on the map key and compass rose. For older participants, invite them to have more autonomy in the lesson and incorporate additional mathematical concepts.

**EXTENSIONS:**

Consider using the census data in math lessons. How much larger is Oklahoma City today than in 1900? How much larger is Oklahoma City than the 15th largest city? How concentrated is the population in Oklahoma City over time? How did the population of your city change?

For use with the GeoCivics activities (<https://www.uccs.edu/geocivics/>), invite participants to think about the current configuration of United States Congressional Districts in the state. Ask them to remember the key characteristics of how districts are drawn (equal population and contiguous). Invite them to pretend that their state has just two Congressional Districts; ask two people to pick up one of the chains and divide the state generally in half by population; invite two more people to divide the state into four districts (they may choose to move the original chain, or not). Discuss why some districts would likely be smaller in area than others. If appropriate, determine how to divide the state into state senate districts.

Consider when a giant floor map is a good tool for understanding geographic phenomena and when other tools (paper maps, online maps) might be more appropriate.

**NOTE:**

Thanks to National Geographic's Giant Traveling Maps team for the inspiration for this lesson, which is based on "People on the Move", a lesson for the North America Giant Map.

**RESOURCES:**

Oklahoma State Department of Education, <https://sde.ok.gov/social-studies>

City	1900	√	City	1950	√	City	2010	√
<b>State</b>	<b>790,391</b>		<b>State</b>	<b>2,233,351</b>		<b>State</b>	<b>3,751,616</b>	
Oklahoma City	10,037		Oklahoma City	243,504		Oklahoma City	579,999	
Guthrie	10,006		Tulsa	182,740		Tulsa	391,906	
Shawnee	8,462		Muskogee	37,289		Norman	110,925	
El Reno	8,388		Enid	36,017		Broken Arrow	98,850	
Perry	8,351		Lawton	34,757		Lawton	96,867	
Enid	3,444		Norman	27,006		Edmond	81,405	
Kingfisher	2,801		Shawnee	22,948		Moore	55,081	
Ponca City	2,528		Stillwater	20,238		Midwest City	54,371	
Stillwater	2,431		Ponca City	20,180		Enid	49,379	
Blackwell	2,288		Bartlesville	19,228		Stillwater	45,688	
Norman	2,235		Okmulgee	18,317		Muskogee	39,223	
Newkirk	1,754		Ardmore	17,890		Bartlesville	35,750	
Alva	1,499		McAlester	17,878		Shawnee	29,857	
Pawnee	1,464		Ada	15,995		Owasso	28,915	
Chandler	1,430		Chickasha	15,842		Yukon	22,709	